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THE SCHOOL JOURNAL

A Weekly Journal of Education

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OSSIAN LANG, Editor.

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Semi-Centennial Convention of the N. E. A.

Los Angeles knows how to entertain a convention. The illumination of the official headquarters, the meeting places, the parks, and the principal streets of the business section was beautiful. The room set apart for the executive officers of the Association and the secretaries of the various departments was large and pleasant and had an abundance of light and fresh air. Every detail for the general comfort had been carefully attended to. Considering that the city had just spent seventy-five thousand dollars in entertaining the Imperial Council of the Mystic Shrine and had strained every resource to make the visiting Nobles happy, the burden of the N. E. A. Convention cannot have been a light one. However, the people of Los Angeles have genuine respect for the teachers of the young, and so they took pride in the convention of the N. E. A., giving expression to their good-will in many delightful ways.

The enrolled attendance passed the ten thousand mark. The convention brought probably eighteen thousand people to Los Angeles. Considering the many difficulties and annoyances piled up by railroads in the Eastern States, this may well be considered a magnificent showing. The State of California alone supplied more than five thousand members, thereby setting a record for the host State never before approached. No semi-compulsory "invitation" to membership was resorted to. Local pride and honest enthusiasm were behind the result.

The convention made no particular contributions to education. N. E. A. conventions seldom do. But much important business was transacted affecting the future of the Association. At the opening of the convention considerable doubt prevailed as to the adoption of the new charter, the attitude toward the federation of teachers on labor union lines, and the election of officers. It was really amusing to see how thoroly Margaret Haley had frightened "the old guard." Frantic reports were circulated that Miss Haley was in hiding somewhere in the city and that she would appear with sixty to ninety pledged followers at the meeting of active members. The newspapers caught the cue, and kept up the excitement. Reporters searched the city for Miss Haley. Telegrams were sent to Chicago to learn her whereabouts. Finally, assurance was received that Miss Haley had not left the State of Illinois, that she had been seen at Moline, and in Chicago. The general relief which spread over the convention at this comforting news was a higher tribute to the generalship of Miss Haley than she could ever have expected to receive.

All business was transacted with despatch. Unanimity reigned supreme. One hysterical woman, a country teacher near Los Angeles, who had just paid her four dollars to acquire the privileges of active membership, did raise a protest and made some sensational charges against a beloved and

absolutely trustworthy leader in the N. E. A. But even she failed to have her vote recorded when the ayes and nays were called. The papers published her picture, and tried their best to identify her with Miss Haley, but no one took the intermezzo seriously. In fact, the feeling seemed to be that it was well that somebody protested at something, so as not to have the impression get abroad that the meeting had been packed.

There was no Maxwell in the chair. The beaming good-nature of Nathan C. Schaeffer was rather an invitation to everybody with a grievance to come forward and have it out.

On top of it all came the unanimous election of Cooley to the presidency. The enthusiasm with which the endorsement of Chicago's big superintendent was greeted knew no bounds. Round after round of cheers went up until the president-elect appeared on the platform and accepted the honor in a brief, modest speech.

Cleveland was chosen for the convention of 1908, without a word of discussion.

By the way, it is now "National Education Association of the United States." The "al" of Educational has been cut off, and "of the United States" has been added.

There were several departures from the traditional routine of the N. E. A., which were unwise and caused annoyance. Instead of opening the convention on Tuesday, as heretofore, the welcoming took place on Monday. A meeting of the Board of Directors was called for Monday morning at eleven. This was a serious mistake, as only a few were prepared for such an early hour. A postal card announcement, stating date and hour of the first directors' meeting, as well as of the date and hour of the meetings of active members, by States, and the transaction of general business, ought to be sent to all active members at least a month before the convention. The indifference with which these matters were handled this year might sometime prove a serious menace to the welfare of the N. E. A. No encouragement should be afforded to the development of clique politics.

Another regulation very much to be desired is the fixing of the number of general sessions to be held at a convention. This time all but the first and last sessions took place in the evening. The result, as might have been foreseen, was that the people came to be entertained rather than instructed. The musical program proved with many the chief, if not the only, attraction. Heretofore the plan has been to hold one morning and one evening session, giving the former to serious, technical work, and reserving the latter for popular addresses and entertaining features. It was a sensible plan. President Schaeffer's arrangement was unsatisfactory.

There never was a richer musical program provided than at this Los Angeles convention. Every session opened with an organ concert by Bruce Gordon Kingsley, who proved a most efficient artist. An excellent band concert was given in the park in front of the Auditorium, while the United German Male Choruses sang in the convention hall, under the direction of Henry Schoenefeld, several of the popular melodies of the Fatherland. The Los Angeles Shrine Quartet was very popular with the Wednesday evening audience. Thursday was Ellen Beach Yaw night, and drew the record attendance, filling every seat in the large auditorium, while several thousand people were turned away at the door. The Woman's Lyric Club, under the leadership of J. B. Poulin, provided a most delightful musical treat at the closing session. Palicot's "Moths" was effectively sung, and Bartlett's "Fountain" had to be repeated. Schubert's "God in Nature," with organ and piano accompaniment, was so well received that the Club had to respond with an encore.

The music of the general sessions will probably be better remembered than the papers that were read. It deserves to be. At the same time, there is a serious condition. The better the music, the greater the handicap for the speakers. If President Schaeffer had kept up the former practice of morning sessions, without music, and evening sessions with music, there could have been nothing but the highest praise for the concert programs. But every session a concert with oratorical intermezzos is a mistake. In certain parts of Pennsylvania this sort of minstrel show plan is the only one that will draw and keep an audience together for a whole session. But the rest of the country should not be judged by this condition. In fact, even in Pennsylvania there are held many teachers' meetings with a serious purpose. Let us have two general sessions a day, hereafter, and reserve the one held in the daytime for substantial work—interesting, of course, but *work*.

Next to the adoption of the charter the most significant business accomplished at the Los Angeles convention was the formation of a new Department representing the educational divisions of six of the most influential women's organizations of the United States, to wit: The General Federation of Women's Clubs, the Women's Christian Temperance Union, the Daughters of the American Revolution, the National Congress of Mothers, the National Council of Jewish Women, the Association of Collegiate Alumnae, and the Southern Association of College Women. The special object of this new Department will be the promotion of a better understanding and closer co-operation of home and school. The special purposes it has set itself are the extension of educational opportunities, the establishment and enforcement of compulsory education laws, and the restriction of child-labor, better school buildings, normal schools in every state, minimum professional requirements for teachers, minimum salary laws, expert supervision of all schools, the extension of manual training and of the teaching of civics and ethics.

Appropriations were passed as follows:

Five hundred dollars for a new committee to make a preliminary investigation of the culture element in education, and into the average time devoted to school and college education.

Five hundred dollars for a committee to investigate the teaching of ethics in the schools.

Five hundred dollars for a committee to investigate the causes of the growing shortage of teachers prevailing in several parts of the country.

Five hundred dollars for a committee to investi-

gate the provisions made for the education of exceptional children.

Five hundred dollars for a committee to investigate manual training in the schools of the country.

Five hundred dollars for the promotion of a plan for a National University at the Federal capital.

Addresses, Discussions, and Music.

There were the usual addresses of welcome, and responses. The Rev. Dr. Robert J. Burdette, of Pasadena—"Bob," of course—made an ideal welcoming speech; it was humorous and brief, and had point. His reference to his own boyhood days was hugely enjoyed, and his warm-hearted tribute to his early educators was gratefully appreciated by the teachers. He said:

I was a maverick when I started to school all right, but successive dynasties of instruction put the proper brand all over me, before I was finally broken to the yoke and plow. I wasn't professedly a believer in corporal punishment, but I was better than most professors and nominal believers—I practiced the doctrine right along; at least, I lived up to it; it did me good and does me good unto this day. It makes a great many things beautifully clear to me. "Now no chastening for the present seemeth to be joyous," says the great apostle, "but grievous." I don't need any commentary on that passage. I am a seminary exegete on that part of the Epistle. But I can truly say that all my chastisements at school are at this day among my most joyous memories. I laugh every time I think of one. Not so much about the whipping, as over the recollection of the jolly good time I had earning it. I was recklessly happy as a man who is acquiring the gout for his grandsons. But all that went in the curriculum; my school days were happy, seriously speaking. I was a happy boy; all the year round I was happy. And in the loyal, tender, loving niches of my heart, I have builded the fairest shrines my affection can fashion, wherein I have placed the images of the saints who were my school teachers. Some of them are living; some are dead; all are old and gray. But there, where I alone can see them, they are all living; they are all young, with the morning light of love and enthusiasm shining in their faces. Memory makes them beautiful, and the years cluster about their brows like stars.

The president's address, by Dr. Schaeffer, discussed the part the schools should take in the promotion of the peace movement. He made a splendid suggestion when he said that "the teaching of history can be made to culminate in the proper observance of the eighteenth of May, and of Washington's birthday." "The teachers of France," he added, "have resolved to observe these days by appropriate exercises. Go ye and do likewise." Here is a grand opportunity for inaugurating at least one universal school holiday, celebrated by the schools of all nations. This would itself tend to the promotion of peace on earth.

U. S. Commissioner of Indian Affairs, Francis E. Leupp, gave a very sympathetic view of the Indian question. He seems to understand the better nature—which is the only true one—of the Red Man, better than most of his predecessors. His suggestions relating to the schools showed him to be in hearty accord with the wonderful work carried on by Miss Estelle Reel. With these two strong friends laboring for a steady improvement of conditions, the Indian ought to feel encouraged.

A synopsis of Mrs. Young's "Report on Educational Progress during the Past Two Years" has already appeared in these volumes. Mrs. Young, at one time professor of education in Chicago University, is now principal of the Chicago Normal, the place once held by Colonel Parker, and later by Arnold Tompkins. She is a woman of fine scholarship and splendid executive ability, who can bring things about.

The Republic of Mexico was officially represented by Dr. Uribe. He said that his country is deeply interested in our methods of diffusing instruction among "all classes of society." Mexico's difficulties are enhanced by the fact that more than half the population consists of Indians. The Government, he explained, is firmly convinced that "education along scientific lines is the only solution of its problems." There is abroad in the land an interest in schools. "After the unfortunate vicissitudes thru which Mexico has passed, and the long period of social instability which the civil wars brought, has come an era of peace, and one of its principal fruits is the reorganization of national education."

The Right Rev. T. J. Conaty, Bishop of Los Angeles, spoke eloquently about "The Personality of the Teacher." Naturally he laid great stress upon the religious aspects of the subject. The central thoughts of his address are probably best found in these extracts:

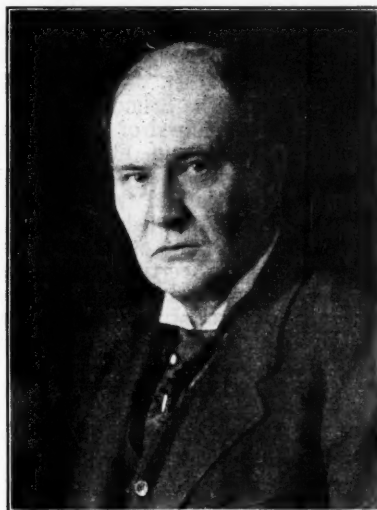
There is no more interesting page in history than that which tells the story of the great teachers. They created the very centers of learning and depended not on kings and nobles for their support, but on the truth they taught and the enthusiasm which they evoked. It was their ability and personality which made knowledge lovable, and by which they imparted it to those whom they had taught to love them. As the Apostles at Emmaus found their hearts burn within them as Christ spoke, so the student feels the personality of the true teacher, who can never part from a pupil without feeling that some of his life has gone from himself and entered into the pupil's life. It was this that made Plato the worthy disciple of Socrates, gave St. John the insight into his Divine Master, and made Suarez the expositor of St. Thomas Aquinas. Great teachers, rather than great schools, attract men. We remember what was taught rather than how or where it was taught. The greatest teachers have, as a rule, been reverent, moral, and religious.

Noble men and women in all ages have consecrated themselves as the teachers of youth; like the apostles, they have been the "salt of the earth and the light of the world," the benefactors of mankind, and their names are in benediction. Like a great army they move, scattering thruout the world the blessings of education. They should never lose sight of the fact that faith is the foundation stone of all character, and that instruction should lead to the good and the true, as made known to us by God. The teacher or system which weakens the religious beliefs of youth, unfastens life from the moorings to which it clings or draws even one bolt and thus endangers the structure, will be responsible for the loss of morality which is likely to follow, and in my judgment that system is woefully out of variance with the teachers' vocation to education. Intellectual giants are not called for, but education does need men and women of character with the faith of God in their lives and mastering what they profess to teach with a spirit of love and devotion to childhood and to education.

The greatest paper delivered at the general sessions of the convention was that by Pres. W. O. Thompson, of Ohio University. It was more; it was a really great paper. In striking statements the economic value of education was emphasized. The paper appears in this number of THE SCHOOL JOURNAL, and will furnish excellent campaign material for securing more effective public support for schools of the right sort. The substance of it is contained in these conclusions:

What we do for education is not a burden; it is rather an opportunity. The money we give is neither charity nor the payment of a debt; it is an investment to guarantee the perpetuity of man and of markets; of history and of literature; of our own achievements already made and of those of our children yet to be made; in a word, the money invested in education is an expression of both faith and desire that a progressive civilization shall not perish from the face of the earth.

Supt. E. G. Cooley argued for the appointment and promotion of teachers on a merit basis. Salaries should not be graded by the clock, he held, but purely on merit.



Dr. W. O. Thompson,
President of the State University of Ohio.
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Chas. H. Keyes of Hartford spoke on teachers' pensions and annuities. Wherever efforts are under way to press this subject upon the attention of legislators, the arguments brought together in his paper will be appreciated. They are aimed directly at the people who pay the bills.

Pres. George W. Nash, of the South Dakota State Normal and Industrial School, at Aberdeen, spoke on "Other Forms of Compensation for Teachers." The key to his arguments lay in the words, "The teacher who does not daily find his position richer in intellectual attainments, while with pride and joy he watches the intellectual unfolding of his pupils, has wretchedly missed his calling."

The Banner Meeting.

The largest attendance at any session was that of Thursday evening, when Ellen Beach Yaw sang. An hour before the opening of the hall the crowd began to gather. More than six thousand people struggled to gain admittance where only about 4,500 could be accommodated. Attempts to give the preference to active members were rendered futile by the blocking of the entrances by hopeful non-actives. The ushers were not able to cope with the situation. Everybody wanted to hear Ellen Beach Yaw's wonderful voice. And who would blame them? It reminded me of the story which Secretary Shepard told of a blacksmith who paid five dollars to hear a great Swedish singer. On being asked whether he did not consider this a large sum of money to pay for a song, the wise blacksmith replied, "Not at all; I shall be able to make better horseshoes for having heard that artist sing."

Miss Yaw has a rich soprano voice of extraordinary range, and "Ah, fors e lui," from "Traviata," and David's "Thou Brilliant Bird," were especially well suited to it. A laughing song in French, and "Annie Laurie," were among the encores wrung from her by the plaudits of the enraptured audience. It was worth all the struggle it cost to get into the hall to hear the glorious singing.

Supt. Carroll G. Pearce of Milwaukee spoke on the educational duties of society toward those who, in the expressive phrase of William Hawley Smith,

are "born short." The title of his paper was "Schools for Defectives in Connection with the Public Schools." "There is," he said, "a greater appreciation of our responsibility toward those children who depart from the normal." This he described as "a higher development of our educational system."

State Supt. J. W. Olsen of Minnesota read an excellent paper on "The School and the Library." He showed the present need of a fuller understanding between teachers and library workers. Librarians, he argued, should strive for a better understanding of the schools and the needs of the children, and "a general knowledge of the library and its methods should be one of the requirements for receiving a teacher's certificate." One epigram was, "The librarian needs to study children, and the teacher needs to study books." Mr. Olsen believes thoroly in the educational value of libraries. "Every school," he said, "should have a library containing some of the best standard authors, besides references books for the pupils' studies in class-room, laboratory, and workshop." Mr. Olsen's attitude toward free text-books is also worthy of special commendation. "Thirteen years' experience with free text-books has convinced us that this system is far more successful than the private purchase method. After giving the system a thoroly trial, we would not think of going back to the old state of affairs, and I believe that other states, which at present do not furnish pupils with text-books, will sooner or later follow in the train."

Mrs. Grenfell of Colorado spoke feelingly on "The Influence of Women's Organizations upon Public Education." After showing that mothers are "the natural allies of educational forces," and outlining the remarkable evolution of women's organizations, Mrs. Grenfell concluded that "women do not stop with finding in club work opportunity for their own development. The heart of the movement is usefulness and unselfish service." Among the results accomplished by women's clubs she enumerated "traveling libraries, patriotic, humane, and scientific temperance instruction, manual training, domestic science, vacation schools, playgrounds, compulsory education, child labor and pure food laws, juvenile courts, industrial schools, school-room decoration, arts and crafts revived, higher salaries, and pensions for teachers."

Prin. Adelaide S. Baylor, of the Wabash (Ind.) high school, agreed fully with all that Mrs. Grenfell had said. "There is," she added, "practically no limit to the influence for good which the women's clubs of the country can wield if the task is gone about in the proper spirit."

The W. C. T. U. of Los Angeles presented to the N. E. A. a beautiful silver-mounted gavel composed of several kinds of wood.

The Closing Session.

The best part of the program of the closing session was the music. The singing by the Woman's Lyric Club, under the direction of Mr. Poulin, was really excellent and compensated for much. The addresses were dull, the "declaration of principles" too much spun out. The discussion of simple spelling was out of place, and so was Supt. Alexander Hogg.

The spelling controversy is bound to come up whenever John MacDonald (Jain Domhnallach) and E. O. Vaile are in evidence. The N. E. A. has for several years stood for spelling reform in spite of the protestations of an inside minority. But John MacDonald never gives up. While E. O. Vaile succeeded in winning over the Committee

on Resolutions for a "declaration" in favor of the simplification of spelling, John MacDonald took advantage of a favorable opportunity to conquer the Board of Directors by the dangerous picturesqueness of his arguments. The result was that the convention declared emphatically for simplified spelling, while the directors voted that henceforth all documents of the N. E. A. should follow the standard spelling of the dictionaries.

J. M. Greenwood insisted that the convention had no power to direct the adoption of the simplified spelling, this being an administrative question properly belonging to the Board of Directors. Nevertheless, the convention's vote will at least have the effect of annulling the action of the directors, for at least a year. Which means that there will be more spelling reform controversy.

PRESIDENT WHEELER'S ADDRESS.

Pres. Benjamin Ide Wheeler spoke on "Call Nothing Common." His address was delivered with splendid elocutionary effectiveness. Before Horace Mann's day it might have been considered great. As it was, it seemed a little belated. Dr. Wheeler evidently has failed to keep in touch with the modern developments of the common school idea. He would not, if he had, have assumed that there are to be found in an educational convention people who believe "common" to stand for "unclean" in the term "common school." Whatever the sentiment may be around Berkeley or in "higher education" circles, the teachers and most of the rest of the people of the United States know that the common school is the one thing in which all share in common, and that its name is indicative of its highest ideals and its broadest social scope.

Dr. Wheeler also failed to grasp fully the significance of the graded school. To be sure, "the old district school without the grades was more humane." Supt. W. J. Shearer told us this long ago, and showed us a practical way out of the difficulties. There will be no return to the "district school" ways, which Dr. Wheeler sees in the roseate hues of his childhood memories. It was the pretty figure that was applauded, and not the thought, when he said:

Our old one-story ranch house, in which we all lived together happily around a court, has been gradually transformed, now that the city has grown up about it, into an eight-story tenement house (with basement and roof garden), and we are shocked to find how much of our time and strength has to go into merely climbing stairs.

Dr. Wheeler made a few good points. His insistence upon beginning the study of foreign languages earlier in the course was good. It was a fine thought, too, that the common school "must be kept the school of the best nurture in the best things." Of doubtful value in its premises, but correct in its conclusion, was the statement that "The present rigid system of grades, whose chief excuse has been economic necessity, must yield to permit the more rapid advance of gifted and diligent pupils."

OUR ENGLISH VISITOR.

President Wheeler was followed by Prof. John Adams, of the London University College, who spoke on "A Significant Lack of Educational Terminology." It was the kind of "lecture" one expects to hear the traditional university professor deliver himself of in the regular class routine. The principal point was that the term "pupil" was overworked and had little meaning, and that "educand" had more significance and ought to be used in its stead. Think of it! A convention talk on such a topic! With all the great unsolved questions around us we have an honored educator from abroad

talk to us about the substitution of "educand" for "pupil"! The paper was a sore disappointment. Those who had read Professor Adams' writings, and had come to know him personally, had expected something bigger. He is really a very human man and a keen wit. Some good friend should have posted him on N. E. A. convention audiences.

The Resolutions.

The Committee on Resolutions presented a lengthy paper on "Education in the United States and Elsewhere; What is, what ain't, and what awter be." If fewer words had been used, they might have meant more. The committee obviously suffered from too many opinions on too many things. To put out these poorly expressed notions as "principles and aims" was a misuse of terms that educators ought not to be guilty of. However, the deed is now on record—as a warning, let us hope, to future framers of N. E. A. "declarations of principles."

Principle 1 urges Congress to give increased financial support to the U. S. Bureau of Education.

Principle 2 endorses the growing insistence upon the special preparation of teachers, and regrets that salaries are so low. The patient reader of this two-hundred words long principle will be rewarded by running across this sentence: "We wish heartily to endorse the action of those legislatures that have fixed a minimum salary at a living wage."

Principle 3 approves the spread of township or rural high schools.

Principle 4 sates that "the time is rapidly approaching when both industrial and commercial education should be introduced into all schools and made to harmonize with the occupations of the community." The paragraph concludes with the declaration that "wherever conditions justify their establishment, trade schools should be maintained at public expense."

Principle 5 reveals utter ignorance as to the democratic ideas underlying the movement for common-school extension. Free evening schools and lectures are approved "for adults and for children who have been obliged to leave the day school prematurely," and the use of school grounds and buildings is commended "for the relief of the poor of the crowded districts in the summer." What a myopic view of a great idea! Give us bigger people!

Principle 6 commends, in a clumsy fashion, the harmonization of child-labor and truancy laws, to the end "that the education of the child, not its labor, be made the desideratum."

Principle 7 "specially directs" the Federal Government to provide for the education of American children on naval reservations.

Principle 8 emphasizes a point that may well be presented each year, providing the form of statement is striking enough to arrest the attention of the newspaper reading public:

The association regrets the revival in some quarters of the idea that the common school is a place for teaching nothing but reading, spelling, writing, and ciphering; and takes this occasion to declare that the ultimate object of popular education is to teach children how to live righteously, healthfully, and happily, and that to accomplish this object, it is essential that every school inculcate the love of truth, justice, purity, and beauty thru the study also of biography, history, ethics, natural history, music, drawing, and the manual arts.

Principle 9 is an ex-cathedra setting of "*O Tempora, O mores!*" It reads like this:

The National Education Association wishes to record its approval of the increasing appreciation among educators

of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There are in the minds of the children and youth of to-day a tendency toward a disregard for constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty, a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of our leaders of opinion, and places important obligations upon school authorities.

Principle 10 declares that "inter-school games should be played for sportsmanship and not merely for victory."

Principle 11 "observes with great satisfaction the tendency of cities and towns to replace large school committees or boards, which have exercised thru sub-committees executive functions, by small boards, which determine general policies, but intrust all executive functions to salaried experts."

Principle 12: "Local taxation, supplemented by State taxation, presents the best means for the support of the public schools, and for securing that deep interest in them which is necessary to their greatest efficiency. State aid should be granted only as supplementary to local taxation, and not as a substitute for it."

Principle 13 reiterates the need of "close, intelligent, judicious supervision for all grades."

Principle 14 created some trouble because of the part beginning at "and directs that":

The National Education Association approves the efforts of the Simplified Spelling Board and other bodies to promote the simplification of English spelling by the judicious omission of useless silent letters, and the substitution of more regular and intelligible spelling in place of forms that are grossly irregular or anomalous, such amendments to be made according to the existing rules and analogies of English spelling, with a due regard to the standards accepted by scholars; and the Association hereby approves the simpler forms contained in the list of three hundred words now spelled in two or more ways, published by the Simplified Spelling Board, and containing the twelve simplified forms now used by this Association, and directs that these simpler forms be used in the publications of the Association in accordance with the rule now in force, that if the writer of any paper published by this Association expressly so desires, his paper shall be printed in the old spelling.

Principle 15 is a timely statement of a real need:

Without seeking to determine the merits of co-education versus separation of the sexes in higher institutions, the Association recognizes that at present the demand for separate higher instruction for women is greater than existing colleges for women can supply. Moreover, the great colleges for women are almost all grouped in one section of the country. We urge upon the attention of friends of higher education for women the needs of the Western and Southern States for this kind of educational institutions.

Principle 16 urges the abolition of secret societies, fraternities, and sororities "in all secondary and elementary schools."

Principle 17 approves "a merit system of promoting teachers and filling vacancies."

Principle 18 states a serious fact very mildly:

The Association regrets the purely theoretical work which still characterizes much of our so-called training of teachers, especially in colleges and universities, and urges the establishment everywhere of training and practice facilities for the better preparation of teachers.

Principle 19, in so many words—quite many—endorses the ideas represented by The Hague Conference and of the Peace Associations.

Principle 20 is of the nature of a challenge to the agitators for trades-unions of teachers. As such

it was received with hearty applause. It gave a climax to a "declaration which because of its verbosity came near having no climax whatever":

The Association pledges itself anew to that time-honored conception of the teacher's office which makes it one of *unselfish* service in a great human cause, education, and it calls upon teachers everywhere to remember that the conception must remain fundamental in the establishment and conduct of their professional associations.

The "Declaration of Principles and Aims" was followed by a number of resolutions. One gave expression to the high esteem in which Dr. William T. Harris is held by members of the N. E. A. Two others tendered thanks to everybody in creation who had helped to make the Los Angeles convention a success—everybody, excepting educational journals which, by the by, were never accorded less consideration, quite in contrast to that former Los Angeles meeting, when Pres. E. O. Lyte and his associate officers, as well as the local committee, were more than generous in their regard for these publications. Some day it may occur to somebody to judge the growth of a professional spirit among teachers by the support given to worthy professional periodicals. Measured by such a standard, the 1907 convention of the N. E. A. would make a sorrier showing than any of its predecessors for almost twenty years back. How much of a showing would the N. E. A. make without the support of the educational journals?

However, with its looseness of organization and haphazard ways of doing most things, the wonder is not that some matters are overlooked, but that anything is accomplished at all.

Secretary Shepard.

I want to express here my unbounded admiration for Secretary Irwin Shepard. In his modest, quiet, unassuming way, he has really been the mainstay of the N. E. A. No matter what cliques were scheming for control, no matter what conflicts were waged, he always kept himself free and unbiased and out of all entanglements. With infinite tact, and a clear eye fixed upon the vital essentials, he has planned skilfully and labored faithfully to advance the prosperity of the Association. Mrs. Shepard, too, shares in his work, and his sons render enthusiastic assistance. In fact, all who come in close contact with Dr. Shepard are drawn into the service. He lives for the N. E. A. And a clean, noble, beautiful life it is that has consecrated itself to the Association's welfare!

New Officers.

The following officers were elected by unanimous vote:

President, E. G. Cooley, Illinois.
First vice-president, Nathan C. Schaeffer, Pennsylvania.
Second vice-president, W. H. Elson, Ohio.
Third vice-president, Chas. H. Judd, Connecticut.
Fourth vice-president, H. A. Ustrud, South Dakota.
Fifth vice-president, J. F. Stillwell, Arizona.
Sixth vice-president, Jos. H. Hill, Kansas.
Seventh vice-president, W. A. Clark, Nebraska.
Eighth vice-president, W. M. Kern, North Dakota.
Ninth vice-president, W. F. Gordy, Massachusetts.
Tenth vice-president, J. F. Kingsbury, Utah.
Eleventh vice-president, E. E. Roby, Indiana.
Twelfth vice-president, J. H. Baker, Colorado.
Treasurer, Arthur H. Chamberlain, California.

The directors elected for each state are: For Alabama, Isaac W. Hill; Arizona, A. J. Matthews; Arkansas, George B. Cook; California, James A. Barr; Colorado, Charles E. Chadsey; Connecticut, Charles H. Keyes; Delaware, George W. Twitmyer; District of Columbia, W. T. Harris; Florida, Miss Clem Hampton; Georgia, William M. Slaton; Idaho,

S. Belle Chamberlain; Illinois, Walter R. Hatfield; Indiana, Thomas A. Mott; Indian Territory, John D. Benedict; Iowa, P. C. Hayden; Kansas, John MacDonald; Kentucky, W. H. Bartholomew; Louisiana, Warren Easton; Maine, Payson Smith; Maryland, M. Bates Stephens; Massachusetts, Dr. John T. Prince; Michigan, David McKenzie; Minnesota, S. L. Heeter; Mississippi, E. E. Bass; Missouri, John R. Kirk; Montana, Dr. Oscar J. Craig; Nebraska, G. L. Towns; Nevada, J. E. Stubbs; New Hampshire, J. E. Clock; New Jersey, John Enright; New Mexico, W. H. Decker; New York, James C. Byrnes; North Carolina, J. I. Foust; North Dakota, N. C. MacDonald; Ohio, Henry G. Williams; Oklahoma, E. E. Balcomb; Oregon, J. H. Ackerman; Pennsylvania, John Morrow; Rhode Island, W. B. Jacobs; South Carolina, D. B. Johnson; South Dakota, M. A. Lange; Tennessee, I. C. McNeill; Texas, Cree T. Work; Utah, William Allison; Vermont, Mason S. Stone; Virginia, J. L. Jarman; Washington, Edward T. Mathes; West Virginia, Thos. C. Miller; Wisconsin, Charles P. Carey; Wyoming, Miss Estelle Reel.

Elections and Electioneering.

The only serious break in the general harmony of the convention occurred when Pres. H. B. Brown, of Valparaiso University, Indiana, was elected a member of the Board of Trustees to succeed the late Albert G. Lane. The trouble was due largely to the manner in which his election had been engineered. It seems that some fifteen or eighteen months ago a love feast was arranged under the generalship of Supt. T. A. Mott, of Richmond, Ind., to which President Schaeffer, Supt. J. M. Greenwood, and Supt. J. W. Carr (Dayton, Ohio), were invited. Greenwood had visited Valparaiso University and related his observations in glowing terms. Schaeffer was easily persuaded by the psychological *tout ensemble* of the occasion, especially when the point was pressed upon him that H. B. Brown was the only millionaire among the teachers at large, and had made his money in an honest way by careful financial management. Then began a quiet, systematic campaign for the persuasion of a majority of the directors. The epistolary buttonholing was followed up by personal work on the ground.

The innocents, on arriving at Los Angeles, concluded that Cooley would be the logical successor of Albert G. Lane, and that Supt. Carroll G. Pearse, of Milwaukee, would be the best man for the second vacancy. That there were three trustees to be elected seemed to have escaped the attention of the innocents. When this fact became known, a few enterprising members thought it might be well to put Pearse against Nicholas Murray Butler. On second thought, they re-elected President Butler by a unanimous vote. By a series of blunders, Pearse and Cooley were voted for at the same time, and the former elected. Then the director from Illinois, failing to take in the situation, and acting on some sort of supposed authority, withdrew Cooley's name, and the election of H. B. Brown followed.

Now began a most extraordinary proceeding. Feeling ran high. It had been quite generally understood that Pres. W. O. Thompson, of Ohio University, should and would be the next president of the N. E. A. Cooley's election to the Board of Trustees was to be in the nature of an endorsement of his great fight at Chicago. His defeat, tho caused by the bungling of a man from Illinois, friendly to him, might nevertheless be explained at home as due to lack of sympathy with his administrative principles. This one point scored against H. B. Brown. What offended the academic people most was that a class of institutions so offensive to them as the one represented by Valparaiso University should have been given recognition. When it became known that Mr. Brown's election would hold for only three days, the unexpired term of

Albert G. Lane, there was much excitement. The word was passed around that H. B. Brown must be defeated. But who was to take his place?

E. G. Cooley? Immediately after the first trustee election, the opinion spread that he ought to be made president. W. O. Thompson, who practically held the field, withdrew his own name. The bigness of the man was shown when he declared: "To be sure, the presidency would be a compliment which I should value highly. But to Mr. Cooley it will mean a well-deserved endorsement of his stand in the great fight he has been waging single-handed for the good of the schools the country over. I am for Cooley for president." That settled the presidency.

And the trusteeship? The weakness of the anti-Brown agitation was evident from the start. There was no agreement as to a candidate. The prudent ones knew that the friends of Mr. Brown would take his defeat as a direct insult unless arguments of extraordinary force could be produced. For instance, if the suggestion had been supported that the women should be given representation on the Board of Trustees, and Mrs. Grenfell had been mentioned as candidate, there might have been a strong contest. But the radicals were opposed to concessions of any kind. Some were for Thompson, of Ohio, some for Harvey, of Wisconsin, some for Greenlee, of Colorado, and some were willing to have the lightning strike their individual selves. Dr. Harris was to present the name of W. O. Thompson, but he was compelled to leave Los Angeles before the directors met. Besides, Dr. Thompson was not willing to have his name used. Harvey declared in favor of Brown, and Greenlee was not at the convention. Pres. H. B. Brown, of Valparaiso University, was unanimously elected a member of the Board of Trustees.

There is more playing at politics by those who don't know how, than there is by men commonly supposed to be "in the ring." Pres. George A. Gates, of Pomona College, Cal., doesn't seem to know this. By the way, I do not find his name in the published list among the active members. Perhaps he just joined the Association. That did not prevent him, however, from expressing himself more vigorously than wisely concerning "cheap politics" in the N. E. A., past and present. He assumed to speak for "we members of the department of higher education," when he said:

There seems to be a tendency in the N. E. A., which has shown itself more of late than in the past, to allow the entrance of cheap politics into its most important transactions. It is exemplified when the N. E. A. picks out for high office a man who is doing a large work in pulling down the academic standards of colleges and universities. This official has established in the Middle West institutions that have been a scandal for twenty years, and a man like that was chosen thru the medium of dirty, cheap politics.

I say that when things come to such a pass, we members of the department of higher education, who are college and university professors, ought to protest and protest vigorously. Isn't it hard enough to hold up high standards without having a setback of this kind given us right here in our own association? I mention no names and I say nothing against the official's person. My fight is merely with the methods by which he was installed into office with the introduction of cheap politics into the N. E. A.

Those who were so awfully anxious about the reflection cast upon higher education by the choice of President Brown, of Valparaiso University, might have been still more upset if they had known that the election had the endorsement of Pres. Nicholas Murray Butler, of Columbia University.

Dr. Harris came near losing his seat in the executive committee. James M. Green, of New Jer-

sey, sprang the magic name of L. D. Harvey, of Wisconsin, who, altho ignorant of the honor some of his friends had planned for him, almost won the election. Only the earnest pleading of Chas. H. Keyes, of Connecticut, kept Dr. Harris on the committee. The vote was close.

In the Departments, too, there were several contests, a rather unusual state of affairs. How well the provision of the bylaws has been observed, which requires that all officers must be active members at the time of their election, remains to be seen. There has been much looseness in this matter. Even among the vice-presidents and directors there are names that do not appear in the active list.

The election of Pres. Joseph Swain, of Swathmore College, Pennsylvania, as president of the National Council, gave general satisfaction. Prin. James M. Green, of the New Jersey State Normal School at Trenton, was made vice-president. Supt. J. W. Carr, of Dayton, Ohio, was re-elected secretary.

Mrs. Frances E. Clark, of Milwaukee, Wis., was given a well-deserved endorsement for her splendid work in music education by her election to the presidency of the Department of Music Education.

Pres. H. B. Brown, of Valparaiso University, Indiana, is the new president of the Department of Business Education.

The Department of Elementary Education elected the following officers: President, Supt. J. K. Stableton, of Bloomfield, Ill.; Vice-president, Miss Adelaide Baylor, of Wabash, Ind.; Secretary, State Supt. S. Belle Chamberlain, of Idaho.

Department of Secondary Education: President, G. B. Morrison, of St. Louis, Mo.; Vice-presidents, H. H. Cully, of Ohio, and Fletcher Durrell, of Lawrenceville, N. J.; Secretary, L. B. Avery, of California.

An attempt to consolidate the Department of Art Education with that of Manual Training, failed of realization. The two sections must of necessity aim at differing results, tho they may share in many objects. The one strives to meet some very definite industrial demands, while the other must keep its endeavors pointed to idealistic ends. There is no doubt that there should be consolidations of some departments and elimination of others, but art and "manual training" so-called, go different ways.

The Department of Normal Schools chose Pres. A. O. Thomas, of the Nebraska State Normal School, at Kearny, president; Pres. Morris E. Dailey, of the California State Normal School, at San José, vice-president; Dean Henry G. Williams, of the Ohio State Normal, at Athens, secretary.

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The Economic Relations of Education.

By PRES. W. O. THOMPSON, Ohio University.

[Address before the N. E. A.]

The purpose of this paper is to offer a few remarks that may suggest the fundamental importance of education from the standpoint of the economic relations involved. A study and interpretation of the physical forces of the universe naturally followed with the growing intelligence of primitive man. We can understand why, with limited intelligence, he should stand in awe before these forces and that the study of them would increase as his intelligence widened. From the superstitious worship of primitive man we may trace a steady progress to the reverent mind of modern science and philosophy. In the ultimate analysis of these forces recognizing the universal reign of law and the equally manifest fact of personality, a rational explanation led up to the conception of a supreme personality we call God. Modern thought reverent in the presence of this great First Cause recognizes man as the crowning masterpiece of the universe combining the highest expression of the physical with the inspiring ideals of the spiritual. In the study of the development of the world we recognize man with the motives and forces that move him as the determining factor in the evolution of what we call civilization. It is not physical force or physical resources, but intellectual, moral, and spiritual forces represented in man that determine and fashion civilization. These physical forces and resources are the responsive servants that a masterful personality may direct for the comfort, convenience, and further progress of the individual and the race.

In the increasing mastery over physical forces, which to a large degree measures the progress of man, two important elements are present, that of religion, and that of education. These two elements to a considerable extent may be interpreted each in terms of the other, for by no distinct cleavage may we separate the area of religion from that of education. This paper, however, presents the place of education as one of the fundamental forces determining civilization.

It is a common conception current even among educators, that education is a burden that civilization must carry as a means of perpetuity and progress. We must educate or we must perish, is a familiar war cry. With this has been associated the teaching that education must be supported as a gratuity or a charity and as a kind of guarantee of the perpetuity of civilization. There is a truth here, but associated with it has been a notion that civilization or more specifically the taxpayer with commendable generosity has been supporting education as a burden placed upon him because the law so provided. The purpose of this paper will be to suggest that this is a fallacy and that the truth is that civilization itself is the burden, if we may use such a term, which education does carry. That is to say, civilization is not the cause but the result of education. To be sure, there are relations of mutual helpfulness, but ultimately in our analysis I maintain that education lies fundamentally at the basis. If this be true, our conception of its importance, and therefore of its support, should be modified.

Political economy has for a long time directed our attention to land, labor, and capital as the three elements and forces that determine the production and consumption of wealth. Wealth has been regarded as the necessary condition of the progress for the individual and society. In our economics we have placed undue emphasis upon wealth as influencing man, and too little emphasis upon man as influencing wealth. This fallacy will be found

to lie in the Malthusian theories. Back of all these forces treated in political economy, however, is the personal force of the individual with which education has to do. In the analysis of society and the forces of civilization, we shall discover the character of the individual as the final explanation of all progress. The progress of civilization is measured in terms of the progress of man. Here is where education finds its field and wins its triumphs. The individual is at once the cause, the interpretation and the justification, of civilization. In seeking, therefore, to develop the possibilities of the individual, we are seeking to develop and make possible literally a new heaven and a new earth—a new civilization.

Results of Education.

In the study of the economic relations of education let us first state a few of the commonly accepted results of education. These are:

- (1) That education develops the initiative.
- (2) That education develops power, skill, and efficiency.
- (3) That education develops variety of talent, of taste, and of capacity for enjoyment and service.
- (4) That in the development of this variety education awakens desires, ambitions, and ideals that are the evidences of culture widely separating the educated man from his primitive ancestor.
- (5) That education arouses and sustains the higher life expressed in better physical conditions; in wider intellectual sympathies; in a clearer conception of ethical relations, in a profounder spiritual unity, and in a practically unlimited diversity as expressed both in the individual and his achievements.
- (6) That education does modify and change the character of both the individual and the race.

Economic Importance of these Results.

With these results of education even imperfectly realized, what shall we say of their economic importance? First of all the educated man is the man of awakened desires. Desire is the basis of economic demand. He is the man not of a few and simple wants, but of many wants. This sense of want, this increased desire, is the result of an intellectual and social awakening. The more education the more numerous are the wants, and the more imperious the demand. Education initiates, organizes and emphasizes a person's desires. It opens the vision of better things, and develops the capacity for enjoying them. It cultivates the desire until it arouses action to meet it. Here are the essentials of a market. In fact, the educated man is the market, and creates the market. He makes the demand and furnishes the supply. Moreover, the more the educational process is encouraged, the more numerous and wider the reach of these desires. In a very real sense the perception and enjoyment of the best turns us away from the less worthy.

The mastery developed thru education makes the satisfaction of the elementary and necessary desires easier and of the higher and newer wants possible. It is not so much, therefore, the increase of goods that raises the standard of living as the mental state of the man who has come to taste the higher life. Thus the luxuries of one day become the necessities of another, which is but another way of saying that education has so changed and widened the horizon of the individual that he makes a larger demand upon the supply of the world for the things with which to sustain his life. The economic importance of the educated man as the world's best and

most stable market will steadily gain in appreciation.

Diversity and Variety.

Moreover, the fact of variety developed thru education is fundamental in the question of a varied industry concerning which we hear so much. Variety of desire calls for a division of labormaking demand for every possible talent. It is the highly diversified society, itself the product of education and not primitive society, that can make profitable use of a variety of talent. The limit of this law of diversity of talent is foreshadowed only by the suggestion of the limit of education and the human mind. As has been well stated (Gunton: Principles of Social Economics, page 80), "the progress of society consists in the differentiation of man's relations, and that every differentiation in the social polity is simply an effort to better adapt his social environment to the more complete gratification of his wants."

The wonderful diversity and variety in the products of modern industry with the manifest tendency toward a better grade of finished product, has come about thru an education of the ordinary purchaser. He has improved the character of the demand by insisting upon better products, and thus led the way to better wages, firmer markets, and a clearer margin of profit. This variety of taste has not only affected the variety of product, but has by specializing industry opened up an opportunity for talent hitherto unusable and directly checked the fierceness of competition while encouraging the development of initiative. By this process, every man with a new idea, a new invention, a new efficiency, a new service, has practically the whole world for his market. Beecher, with his pulpit, had no competition, and the world for an audience. The modern telephone and other inventions have created business, increased the efficiency and comfort of society, and made a world of new relationships.

Now education is not the source or cause of monotony. God has made this world a place of infinite variety and beauty. To man he has given a diversity of gifts. Education develops this diversity and thus enlarges the world of ideas, of men, and of markets. Into this larger world the teacher is constantly introducing the student. He is leading him away from the narrowness and provincialism of ignorance. The primitive men all look alike, feel alike, act alike, and live in the same narrow world. Here the struggle for existence and the survival of the fittest have free play. The economic conditions are the simplest if indeed they exist at all. Education promptly changes all this. The awakened individual becomes the producer, the frequenter of the market-place, the larger consumer, society emerges, and civilization develops. This contrast is sharper where we recognize that education develops individuality and initiative while protesting against any and all attempts to produce uniformity of result, and against all school methods that hamper the free expression and development of the individual. That is to say, the development of man's intellectual and social horizon makes a demand for capital, for human labor, and for all that goes to make up the sum total of human industry.

The practically unlimited variety of modern human industry is due to the widespread influence of education. So long as education was for the few, and confined to the study of a few subjects, the latent talent of the millions was of no service.

With the dawn of universal education there has come an awakening among us that has stirred the multitudes and affected every line of human industry. The technical term "division of labor" has a new and richer meaning than Adam Smith ever dreamed of. In the matters of food and clothing

we have passed from the simple and unattractive to the beautiful and the useful. The modern merchant, manufacturer, and carpenter are in league with the artist and the engineer to make the matters of commerce meet the critical taste of the educated man. So true is this that everyone enters protest against the lack of taste in architecture, of beauty in our cities, of comfort in our homes, and, indeed, of the unlovely everywhere. The economic importance of all this striving for better things due to the inspiration of education, has not been clearly appreciated or fully acknowledged. The school, the scholar, and the influences they have set at work, are making fortunes possible and employment a fact to millions of people. It is the man that makes wealth possible, not wealth that makes man possible. The educated man is constantly engaged in a world-building process, in which he must provide both the labor and the capital.

Demand for Better Things.

Moreover, it may be well to call attention to the persistency of the demand made by education. The educated portion of the world has come to know and appreciate the best things. It will persist in its demands for these things. This persistency of demand is the star of hope in our democracy. Economically speaking, it is the key to stability of markets, of values, and of prices. The educated man persists in his demand for the things he appreciates, and this persistence of demand has more to do with the stability of markets, and with perpetual prosperity than anyone other element. I should go further and say it was more important even than tariff legislation.

We have been slow to see that men, and not laws, make markets. In a broad way, we need to look only to the fact that in the four great nations where education is most developed, the markets are best and famines are fewest. The political economist of the future will see more than a mere coincidence in the fact that the more broadly educated nations have the most stable conditions financially, commercially, industrially, and socially.

The progress of civilization is due to the happy co-operation of the conservative and progressive elements in society. Modern education, while sweeping away the conservatism of superstition and tradition, and checking the tendency to forget reason on the part of the radical, has given intelligence and direction to both, thus insuring a healthful progress. It is not a question of mere population nor of natural resources that makes the contrast in permanency of markets, of prices, values, and of commerce between the United States, Great Britain, France, and Germany, on the one hand, and China and India on the other. The Philippine problem is one of better roads, better houses, better clothing—in a word, the things that result from a better education. The first man in demand after the treaty of peace was the teacher. He was fundamental in the economic development. The Government wanted markets. It was not a mistaken policy that said the teacher would produce them. His method of work is to hold up the ideal and then urge the pupil to pursue it persistently, pursue at any cost. No true teacher ever lowers that flag.

This elevation of the individual which is constantly going on in every quarter of the land is preparing a persistent demand to which only a persistent supply is adequate. With the increase of education, not only the quality of this demand persists, but the quantity of it is enlarged. The essential element of material prosperity is provided every time a well-educated person appears.

Efficiency in Living.

Again, it is usual to observe that education develops power, mastery, and efficiency in living.

These are the qualities that enable a man to support himself and to maintain the highest standard of living toward which education constantly tends. The economic importance of this may well be emphasized. The primitive man knows little of wealth or a leisure rich with pleasure. He is dependent upon the gratuity of nature for a considerable portion of his comfort and pleasure. The educated man is also dependent, but upon gratuitous nature plus the initiative of an awakened individual.

Now the most characteristic features of modern progress lie in the area of the mastery and dominion of the educated man. The whole wide field of applied science and of modern inventions has been opened thru the operation of education. This has changed the standard of life and human comfort and brought new life and outlook to commerce and trade.

Speaking broadly, it is manifest that the most widely educated nations of the earth have been most influenced by this new standard of life, and are also the best markets of the world. The less educated nations are the markets only for the surplus of commerce, and no special vision is needed to see that as education makes its progress in these countries the markets will widen and develop. There is an economic importance in the fact that the Sultan of Turkey is riding in an automobile, especially when we consider that a short while ago the same authority opposed the introduction of the sewing-machine and the telephone. Education even in Turkey steadily raises the standard of living and develops a new market.

It has been said that the obstacles to progress are in men and not outside of them. With equal or greater truth it may be said that the cause of progress is in men and not outside of them. Because education reaches the man first and awakens him to a new world of power and possibility, it becomes the source of all progress. The awakened man means a new world—a new market, and new conditions of life. Education is thus steadily bringing man to his own.

Thru increasing intelligence—a better interpretation of the universe—a better knowledge of its laws and forces, a better control of his own powers, man is steadily achieving mastery and dominion and realizing his own freedom. The economic importance of this freedom realized in men merits an attention and appreciation to which the future will give more adequate recognition and expression.

Relation of Education to Industry.

One other feature may be mentioned—the relation of education to industry. We have revised our conclusions on this point. The time was when many believed education would relieve from work. The truth is now recognized that education leads into work. It is no mere coincidence that the educated people of the world are the busiest people. The most active people of the globe to-day are found in the Governments where education has a free opportunity.

Education, if true, leads to service—a service that shall not end in any private ambition, but in a genuine contribution to public efficiency. Education not only fits for service by developing power, skill, and efficiency, but by presenting the ideals that lead men on to duty and achievement. An educated idler is absurd, if not unthinkable. Men are coming to distinguish between “working for a living,” and “working as a calling,” and living as the crowning glory of service.

Education makes a man larger than his greatest deed, puts into him the ideals that lead to the glory of achievement. The atmosphere of every school-room is charged with the currents of industry; every scholar lives in a world of action. The idle-

ness, indifference, and the vices that go with ignorance are cast out by education as so many devils, and the individual redeemed to industry, thrift, service, and character. This attitude of the educated man is of profound significance in determining the character of the world in which men may live.

Educated man will not contemplate with satisfaction a world of idleness, indifference, or stagnation. The best families where education and wealth have flourished for generations, manifest this high spirit and refuse to consider the possession of wealth a call to idleness, but regard the possession of talent as a call to service. This is the legitimate outcome and may be accepted as the first fruits of the better harvest to which education is bringing us.

Conclusion.

In summing up the economic relations of education we return to the teacher. He is the masterful personality in the presence of all these forces who organizes, directs, and stimulates the uprising generation to achievement, mastery, and freedom. So the teacher, whether he be teacher of religion or of education, of philosophy or of science, of agriculture or of mechanic arts, of manual training or of domestic science, of language or of morals, in any or all of these places the teacher is indeed the master who trains the men who make markets, commerce, and civilization even a possibility. What we do for education is not, then, a burden; it is rather an opportunity. The money we give is neither charity nor the payment of a debt; it is an investment to guarantee the perpetuity of man and of markets, of history and of literature, of our own achievements already made, and of those of our children yet to be made; in a word, the money invested in education is an expression of both faith and desire that a progressive civilization shall not perish from the face of the earth.

Art Education and Everyday Life.

By KATHERINE LOIS SCOBAY, University School for Girls, Chicago, Ill.

[Art Department, N. E. A.]

The demand of the age is for the practical; and in school work anything that makes for better citizenship, for purer manhood and womanhood, is essentially practical. Art education is practical in promoting culture because it includes the study of the biographies of great-minded and simple-hearted men and women, always a potent factor in character-building; the creation of beautiful things, which develops a love for and appreciation of beauty; and the study of the masterpieces, which, with reflex action, establishes in the child the good portrayed in the pictures.

Art education makes for repose; it aids in rounding out the mind to a desired symmetry; art study is an admirable basis for correlation with other culture-producing branches. The result of the still, small voice of art is greater harmony in the child's manner, speech, and personal appearance. Thru a realization of the fact that externalized beauty proceeds from thought beauty, art education becomes a moral force. The pursuance of art work cultivates discrimination, both perceptive and conceptual, and memory.

More important than all else, art education stimulates the child to a constant search for beauty, and establishes in him the habit of constantly choosing the most beautiful things in his environment. The art education of this generation means a more national art for the next, because art in America needs only the encouragement of public opinion and the fostering care of the Government to follow the magnificent lead which mechanics have already taken in our nation.

Modern History and the High School Curriculum.

By E. I. MILLER, Professor of History and Political Science,
State Normal School, Chico, Cal.

[Read before the Dept. of Secondary Education, N. E. A.]

The why of history teaching is a prerequisite to the what, the how, and the how much. It is essential first to know why history should be taught at all, what educational results are to be secured from teaching it, before we can know what part or how much of the limitless field to select and how it shall be presented to the students. Therefore the first thing is to determine what are the educational reasons for history in the high school. The first part of this paper will be devoted to a brief consideration of this question.

It must be said that in some respects the reasons for teaching history are the same for the high school as for the elementary school, and for the university. Of course, there is some difference, in the degree that these aims apply to the different grades, but the same ideas are or ought to be considered.

All subjects of the public school course are in that course because they afford information or give a facility which will be useful in life, or a subject may give both information and facility. In some subjects the emphasis is on the information, in others on the facility. But the information or the facility gained in the one subject can not be carried over into another, unless that other is similar in some way. That is, a power of reasoning in one set of ideas does not imply a power of reasoning in another set, unless that other set is in some way like the first. Reasoning power in mathematics does not imply reasoning power in biology or in history; nor does the reverse hold good. However, reasoning power in history would, to a certain degree, imply reasoning power in other social sciences, as sociology, economics, etc. Without further discussion of this point, then, it is a legitimate conclusion from the foregoing statements, that one subject cannot wholly, if to any degree, take the place of another subject; each contributes its own particular thing to the complete development of the individual. Without claiming superiority of history over other subjects in all respects, and without denying to other branches the educational values claimed for them, what are the educational reasons for teaching history?

First, it furnishes much information of a practical kind. History is the record of what man has done individually and collectively, of the motives and forces that have operated to direct human actions, of the results of those motives and forces upon the human race. Can it be that the study of such records can be, as Herbert Spencer suggests, for amusement only and not for instruction?

Returning to the statement that history furnishes much information of a practical kind, is it not of value to the young mind to have it add to its own direct experiences, the experiences of individual and race in the past? Is it not desirable to enlarge the mental horizon by experience not directly had by each individual? Is it not desirable to teach the individual those facts which help him to understand something of what he is, why he is what he is, and how he became such as a member of society? Is it not worth while for the civilized person to know something of the process thru which civilization was developed? Is it not a thing of value for the individual to know something of how the commonest things and institutions about him came to be; what they mean and why they are of the form they are? All these questions may be answered by a quotation from the great thinker Lecky, who says of history, "It is one of the best schools for that kind of reason-

ing which is most useful in practical life. It teaches men to weigh conflicting probabilities, to estimate degrees of evidence, to form sound judgments of the value of authorities. Reasoning is taught more by actual practice than by *a priori* methods."

Life is a series of problems which, as a rule, each individual must solve for himself. The facts to be considered in these problems are the acts and motives of men as individuals and in groups. How shall the individual be taught the facts and how to reason upon them? He can and must learn some of this by direct contact, by experience; but shall we not broaden his experiences and prepare him for a safer adjustment of himself by giving him the experiences of others, and of the past? How else can the race make progress but by using the lessons of past experience? But the study of these past experiences is one phase of history. History deals with man's past experiences, it shows and explains something of present forces, it points to future tendencies. Certainly, then, the more of this kind of history that is taught, the sounder the judgments that will result; the more the individual will gain experience and power to meet and solve the problems of practical life.

What better way to make good citizens than to teach the youth practice in knowing and reasoning upon facts connected with government and the duties of the citizen toward that government? The facts of history are valuable. They deal with practical, every day life. They give practice in solving problems every one must to some extent attempt to solve. A wide acquaintance with the right kind of history is a valuable preparation for citizenship. It is because the facts of history are so similar to those of every day life that history lays such strong claims to giving information and training that will be of the greatest assistance in real life.

Second, history is a means of setting before students high types of character, and of giving them high ideals. It is character building. Keeping high types of character and high ideals before the students will not make all of the students pattern their lives after them, but this method will do as much as any other to accomplish that end.

Third, it is a culture subject. Culture is knowledge of the best the past has produced. Along with this knowledge goes refining influences of various kinds. By teaching knowledge of the habits, customs, institutions of other peoples, the ideals which lie back of them, and the struggles which these peoples have undergone to establish and maintain these things, a sympathy with the progressive movements of the past and of peoples other than our own, is secured. To quote from the Report of the Committee of Seven, "Many a teacher has found that, in dealing with the great and noble acts and struggles of bygone men, he has succeeded in reaching the inner nature of the real boys and girls of his classes, and has given them impulses and honorable prejudices that are the surest sources of permanent and worthy refinement."

Fourth, it is a means of teaching patriotism. It is not the only way of teaching patriotism, but it is one way. Real, enduring patriotism is the outgrowth of an understanding and appreciation of the trials and sacrifices that made possible our free institutions and the privileges and opportunities they afford. As Prof. Hinsdale once said, "Study of the times that tried men's souls tends to form souls that are capable of enduring trial." A little

of such appreciation is possible in the upper grammar grades, but it is in the high school chiefly that this must be accomplished.

Fifth, history is a good moral teacher. It affords practical concrete illustrations, which may be so presented as to clearly point the moral, but not take the form of preaching. The choice of material and the method of presentation will do much to determine whether history gives moral lessons or not, but it would be difficult for even the worst teacher to obscure the great moral progress of the race. The advance in civilization is a moral advance. Any study of history must reveal moral progress as illustrated in rules of war, in treatment of defective classes, in the abolition of slavery, etc. The student will have gotten little from his study of history if he has not seen these and similar evidences of moral advance.

Sixth, history touches many interests. It deals with people of all ages and of all times; it shows all phases of activity, political, religious, social, industrial, etc., and therefore if fairly well presented, it appeals to a large number of people.

Ere this it must have become evident that the kind of high school in mind is the one which is really preparing its students to be good citizens, which is aiming to give that general intelligence and those strong sterling qualities and virtues that characterize our highest types of manhood and womanhood. No other kind of high school has any right to exist.

Now let us see how the course in modern history, as a part of the history program, is or may be in harmony with the aims just stated.

The usual meaning of the term "Modern History," as covering a period of European history from somewhere near the end of the fifteenth century down to the present, is here adopted. This paper does not depart from the commonly accepted period nor regions in what is to be considered as modern history; but it does contend that the subject matter of modern history should be determined by its adaptability to securing the ends which have just been set up as the aims of history work in the high school.

Both the time and the country in which the school is located determine to some degree the nature of the course in history, because the ideals of education differ from time to time, and from country to country. But it has been assumed that the American high school is the one under discussion here, hence the character of the course in modern history must be determined from the point of view of the American high school. The reasons for teaching history in the high school, as before stated, will be taken up in order, and the place of modern history in reference to them discussed.

First, does modern history furnish information of a practical kind? Leaving out of consideration American history as a part of modern history, because that has a special year in the program, modern history gives the foundations for an understanding of present day American institutions. It is to-day an almost universally accepted idea among educators that American history and government are essentials of every school course, because of their useful character in preparation for citizenship. But for four centuries American and European history have been closely connected. The foundations of American institutions and history being in Europe, a study of medieval and modern Europe is essential to an understanding of our history; *i. e.*, to a preparation for good citizenship.

In a country where the population is made up of so many elements, where so many modern nationalities and national characteristics are represented, some study of those nationalities and their characteristics must be made. How else can an under-

standing of our own institutions and ideas be reached save thru a study of the types from which they come, the conditions that have brought about changes, the forms of these changes, and the difference between these institutions in America and in the country of their origin? We must study modern European history in order to get the information necessary to an understanding of our own history. Modern history does, then, furnish information of a practical kind.

Again, modern history gives the information most likely to furnish a sound basis for reasoning on important world movements. In the future, as a most active world power, a power which, whether we wish it or no, must take part in the great world movements, America must be wisely guided. In a government such as ours, where public opinion is so powerful, the greater the intelligence on questions relating to history and government, the greater the chance for intelligent direction and guidance. History will not make all people wise, but constant dealing with historical and governmental facts and notions, and practice in reasoning upon such things, will make the future citizen who is to influence public opinion, more capable of forming sound judgments. Now, if the United States is to have a larger and larger part in world affairs, is it not of greater import than ever before that Americans understand more of the history, institutions, and ideals of other countries? Some schools give a course in English history and that is very valuable for the purpose just mentioned; but that is not enough, for other countries besides England are, also concerned, and it is modern history that gives the desired information relating to those countries.

It may be said that too few attend school as far as thru the second year of the high school, where modern history is taught, to make the question of intelligent citizenship important. It must be admitted that only a small percentage of the citizens of the United States have now actually as much education as is represented by two years of the high school, but the time is at hand when that percentage will rapidly increase. Even if it should not, it is wisdom to do all that can be done for those who do take the work, however few. Some modern history ought to be given in the grammar school, but much more and of a higher type ought to be given in the high school.

Second, does modern history, as history in general, afford abundant opportunity of setting high types of character and high ideals before the students? The names Pitt, Gladstone, Cavour, Stein suggest some of the higher types of character, the struggle for the elevation of the middle and lower classes to a higher plane, industrially, politically, socially, the struggles for the overthrow of special privileges, the growth of general education, the struggle for humanitarian advancement, etc., suggest some of the high ideals. But why illustrate further? Any one familiar with modern history of Europe will find no lack of material for this purpose.

Third, is modern history a culture subject? The ancient history is in some respects superior for this purpose, yet much of the best civilization produced in art, in music, in literature, in government, in humanitarian institutions, in ideals of all kinds, is abundantly represented in modern history. Where is a better opportunity to give some of the elements of this culture than by teaching of these things and how they have been attained? Modern history dealing with the struggles of men to reach the higher things of life will broaden the sympathies and refine the feelings.

Fourth, does modern history help to teach the American boy or girl to be patriotic? American institutions and American law are based upon certain ideas of broad human sympathy, such as

the equality of men; that men have a right to life, liberty, and pursuit of happiness; that governments derive their just powers from the consent of the governed; that when a government becomes oppressive the people have a right to change or abolish it; that there shall be freedom of worship and of speech, etc. These are the principles that are held dear by the patriotic American. They constitute in large part the basis of his patriotism. But how and why were these ideas adopted and established? This question can be answered by modern European history, and in part by that only. The struggles of the people of Europe for religious toleration, for political freedom, for economic and industrial justice is one long commentary on the underlying principles of our own system. Will not a study of such things help toward the true appreciation of what we were given by the sacrifices of our fathers? Surely we can more fully understand and appreciate our own institutions if we read of the struggles of the Third Estate in the French Revolution, or of the efforts to secure freedom of speech in the English Parliament, or of the development of English political and religious liberty, or of the many struggles for representative institutions in the various countries, or for the realization of nationality in Germany and Italy, etc. But why multiply examples? It must be clear to every one that modern history may be made to teach patriotism to the American high school student.

Fifth, as a moral teacher modern European history has no superior. Nowhere else are there more and better examples of the moral advance of the race and of the individuals of the race than in modern Europe. The rapid advance in civilization in modern times is due in large part to a moral advance in ideals. But there is not time to illustrate further.

Sixth, as a subject of interest to a large number of American people, a people composed of elements from all races and nationalities of Europe, modern European history is superior to any other, unless it be American history. It therefore can fairly claim a place in the curriculum on that ground.

The next important question is, what shall be the subject matter of this modern history, that it may be made to secure the results here claimed for it? At present no more can be said than that the material must be selected from the points of view indicated in the preceding pages. Further discussion of this question is not possible in the time limit, nor indeed is it within the scope of the subject of this paper.

Now to sum up, because modern history gives information of a practical sort that will explain our own American history, that will make possible better judgments on questions of actual life, that will make for better citizenship; because it furnishes to the students examples of high types of character and high ideals; because it is a culture subject; because it helps teach the American boy and girl real patriotism; because it is a good moral teacher; and because it has great interest for many persons, it makes strong claim to a prominent place in the high school curriculum. But since the reasons just stated are the chief reasons for history in the high school at all, it follows that modern history is entitled to an important place in the history course. Because it is essential to an understanding of American history, and because it is more directly connected with our own civilization than ancient history, it ought to be given more prominence than any other history, save our own English-American history. And because it trains for general intelligence, culture, good citizenship, and practical life, generally, it makes a claim to being one of the most important subjects in the whole high school course.

Shortage of Teachers.

By SUPT. I. C. MCNEILL, Memphis, Tenn.

[Paper read before National Council of Education.]

That there is a shortage of efficient teachers is a fact that needs but to be mentioned. It is the experience of school executives in all sections of this country that there are not enough good teachers available to meet the demands for them. In every system of public education the problem of eliminating weak teachers is met by another very serious question; where can Boards of Education secure well trained, thoroly equipped persons, with the graces of character and executive qualities the service of education demands, to take the places of the negative, inefficient, or poorly trained who should be excused from service? "Echo answers, where?"

The honorable President of this Council has felt the need of a study of the question of the shortage of teachers, and so have other members of this body who occupy executive positions in the administration of school affairs. President Brown has asked me to prepare a very short paper to present the question to you that steps may be taken, I am inclined to think, to bring about a comprehensive study of a topic of such vital interest to the life of the nation. The work of the teacher is with intellectual and moral forces. Because of the slowness of the processes of mental and physical growth and development, the real worth of the one who stimulates, guides, and controls the activity of children and youth is not quickly, in many instances, discovered. In time, however, the efficient teacher who builds for the life that now is, and, in my belief, for a life to be, by his power and skill, the result of natural and acquired forces and ideals, is recognized but too seldom in that substantial way to encourage others to realize upon their opportunities to render the fullest measure of service they have the capacity to give.

The profession of teaching is not attractive to many men who know too well that the schoolmaster is not generally held in high esteem in a worldly sense by business men. "He views the question in the schoolmaster's narrow way," is said so often that many a capable young student wishing to be thought "a person of affairs," and "a man among men," turns away from the preparation for teaching and seeks equipment in other lines of effort. The argument which has come down as a persistent element from the Greek philosophy that we grow to be like the things with which we are brought in sympathetic contact, makes its appeal, and turns the ambitious young man away from a profession that compels the closest association with the immaturity of childhood.

The American people are thoroly aroused on the scholastic and professional training the teacher, regardless of sex, should have. The interest of the home is the most vital one. No teacher with all the graces of a personality which attracts and charms, with a college training that opens and disposes the mind to an appreciation of the necessary relation of things, and in sympathetic communion with the large problems of ethical conduct, is held to be fit to teach unless he or she is able to stimulate, guide, and control boys and girls so that they will like school and put forth persistent effort to do and to be. The pay the people, as a rule, are willing to give for expert service, the only kind of service profitable in the school-room, has not kept pace with the professional standards erected. Consequently, a comprehensive and adequate professional training under effective guidance does not offer the same attractive returns to the teacher many other lines of technical education present.

In many sections of the nation, especially in the South, women belonging to the oldest and most aristocratic families become teachers. They hold

their places in the social life of the community, and very often live at home. Their splendid womanhood makes its appeal to the good sense and affections of single men. The story is too well known to be told here. Splendid teachers, noble and beautiful women, often naturally lay aside the work of the school-room to grace a home and assume the duties of wifehood.

Other considerations, I regret to admit, are far-reaching in producing a shortage of real teachers. The uncertain tenure of position has caused many a noble person to turn from the most important work of the age, that of public education. The idea, "public office is a private snap," is a revolting one to men and women who have spent long and patient years in making preparation for responsible duties that are sometimes assigned to favored, but incompetent persons.

The baneful workings of machine politics and politicians put many splendid teachers out of business. They become disgusted with the unfairness and uncertainty of the outcome where the interests of the children are counted as naught against the interests of parties or party leaders. We have seen some of America's noblest educators belittled and besmirched because they could not honestly bow to the dictates of "gangs without a conscience." Many have been compelled, in order to save their self-respect, to seek labor in other fields of human endeavor. There is hardly a man of prominence in the work of educational administration who at some period in his professional history has not felt the force of political organizations standing against the highest interests of America's future citizens. But some politicians are noble men who stand for children's rights. Such men guide political movements aright, and insist that the American public schools shall be free from all elements that tend to destroy their usefulness. There are great centers in the United States where public sentiment insists that the best teachers, the best schools, and the heartiest good will towards education are to be permanent. God speed the time when good teachers with professional training and character will feel secure in their positions and reap deserved earthly rewards for duties well performed!

If this body, by any means at its command, can bring more fully into the active consciousness of the American people the tremendous importance of educational service, the shortage of teachers will gradually grow less and less.

Equipment for Successful Science Teaching.

By FRANK F. ALMY, Professor of Physics in Iowa College, Grinnell, Iowa.

[Department of Science Instruction, N. E. A.]

One finds great difficulty at this date in saying anything new upon almost any phase of secondary education; for beginning with the Report of the Committee of Ten, in 1893, the discussion of the problems involved have waged until it would seem that all points at issue must have been finally settled beyond all controversy. The question of the equipment necessary for successful science teaching has been perhaps one of the least discussed of the secondary school subjects.

The attention of secondary school men was attracted to the teaching of elementary physics by the Harvard Pamphlet, which was incorporated in the Report of the Committee of Ten and became the basis of practically every syllabus and of every laboratory course in elementary physics for a decade.

In the teaching of physics the syllabus has been a guide to the teacher, and has served a useful pur-

pose. For the successful teacher, however, the outline of the course is not the essential.

The first essential is the teacher; a capable teacher, tactful, resourceful; the teacher with capacity for clear, correct thinking, for understanding of mechanism, and deft in manipulation; with some degree of mechanical skill and knowledge; a teacher with vision, with qualities of leadership, and with appreciation of citizenship.

Second: Equipment in apparatus and accessories somewhat determined by the environment to enable the teacher to demonstrate before the classes qualitatively such phenomena as will complement the fund of knowledge already possessed by the pupils.

Third: Equipment for personal experimentation, largely qualitative, to supplement the conception of, and acquaintance with the subject obtained in the class-room; to enable the pupil to have a "realizing sense of things by coming into contact with them." This apparatus equipment should be presentable in design and workmanship, reliable in operation, sufficiently simple in construction, so that its operation and manipulation is within the comprehension of the pupil. It should be provided in sufficient duplication to permit the laboratory work to be co-ordinated with the classwork into an integral whole.

And, finally, the guiding precept thru it all should be utility and economy; the application of it all, to the making of men.

Purpose of Work with the Microscope

By W. M. KERN, President of State Normal and Industrial School, Ellendale, N. Dak.

[Department of Secondary Education, N. E. A.]

The microscope, in secondary schools, has played a various and diverse part. We have seen three types of secondary science teachers. The first of these belonged to the "old school"; was the teacher whose receptive faculties had been highly trained. He knew and believed all the wonderful things some compiler had written about Nature. He made but little or no use of the microscope.

The second type was the opposite extreme; the university graduate, trained in microtechnic. There is a pond near at hand, but supplies are purchased from a marine supply house, since such a course has an air of dignity and superiority. The course is planned to lead to a mastery of the microscope. Of the local flora and fauna, their life history, adaptation, classification, etc., the student knows almost nothing. The course planned relates but slightly to the everyday life of the majority of the student body.

The third type attempts what Cicero denominated the "golden mean." Field work has a fundamental place in the study of biology. The work of the student in the secondary school must of necessity be introductory. He must be taught a method of work; must know how to study; must appreciate the value and utility of material. He must know the local field and work thru it. He must know something of relationship, be able to reason from structure to function, know something of morphology and physiology, and whatever purpose the microscope may serve in such a course constitutes its legitimate field. Fundamentally, there are four major uses of the instrument: (1) It introduces the student to a new world—to the world that lies beyond the senses. (2) It affords training in muscular control. (3) It is an instrument of precision and its mastery means technical training of a high degree. (4) It trains the student to discriminate between what is and what only seems.

If you feel too tired for work or pleasure take Hood's Sarsaparilla—it cures that tired feeling

Teachers' Pensions.

By CHARLES H. KEYES, Hartford, Conn.

[General Sessions, N. E. A.]

All that we call progress in civilization is but obedience to the deepest and divinest instinct of the race. Its command to society is to repeat and improve itself. Modern society has organized no agency to insure fidelity to this law of growth toward manliness and godliness that is at all comparable in its opportunity with the school. The home, the church, the whole social body has turned over to the school the largest and most important share of the work of training to meet the command, obedience to which spells social uplift, and disobedience to which means degeneracy. The character of our schools then, must determine the fate of society. They should be what the true training of childhood and youth demand. They should be organized and administered for this service, and not primarily for the convenience of the teacher, or the comfort of the taxpayer. Under this view of the function of the school, I submit that economic prudence and social wisdom demand that provision shall be made for adequate and honorable pensions for teachers.

From this point of view it will be no argument to urge pensions because teachers want them, or because teachers need them, or because teachers deserve them. I desire to justify my thesis on the ground that such a policy is demanded by the schools themselves. Parents and taxpayers, and patrons of our schools—not school teachers—have the prime interest in enacting pensions for worthy teachers. There are five cogent reasons why pensions should be provided for the teachers of the schools to which you are intrusting the education of your children.

First: That is the best teaching which emanates from a soul that devotes itself with a singleness of purpose to the guidance, the training, and the inspiration of youth. No teacher can do the best work for our children while at the same time compelled to be busy with plans for securing a livelihood when the days of service in the school-room are over. No teacher can fitly train children by day, and worry by night over the question of raiment and food and shelter for the days that come too soon. Your children deserve a happy childhood of hard work and healthful play. Give them a cheerful joy-inspiring teacher, who can give all the best that is in her to her school.

There can be no teaching worth while from a worried woman or a care-burdened man. Working, planning, and worrying to make provisions for old age take too much of the time and thought that belongs to the children. I submit, therefore, that it is our interest to secure the enactment of laws that will provide for the teacher in her old age.

Second: Teachers of the largest ability are every year being drawn away from the school service in which they have proven their high capacity, to enter on more remunerative fields of endeavor. To continue serving our children is to accept an old age of dependence or privation. To enter upon the new field of work is to receive rewards large enough to enable them to make provision for their declining years. The teacher does not receive, nor is she ever likely to receive compensation ample enough to permit such provision. Unless we would see the education of our children turned over to second-rate women and to third-rate men, we must provide the rewards that would permit our ablest teachers to consecrate their lives to the service of our schools. I submit that for this reason alone it is the duty and interest of every parent and every patriot to aid in securing honorable and adequate pensions for teachers.

Third: The efficiency of an army always depends upon the character of the recruiting department. The great army of teachers should always attract many of the brightest and ablest young men and women who, year by year, are graduated from our leading educational institutions. Nay, the service should be so treated as to attract young men and women of character and brains to prepare for it as an honored and honorable profession. The current rewards of the teacher are so grossly inadequate that the very material we most need in our schools is being diverted to other callings.

Even if salaries should be increased to the highest point for which we have any reason to hope, they would still be too small to permit the laying by of a competence for old age. Young men and women of high attainments see this, and carefully avoid the teaching profession.

Fourth: There are in many of our schools men and women with the largest capacity for growth, who are earning unusually good salaries from which they are laying by a fund to take care of themselves in old age. To do this they are compelled to deny themselves the opportunity to travel, the time to study, the ownership of books, and the change of scene for bodily rest, that are essential to the life and growth of an inspiring teacher. How a retirement pension would change all this and enable such men and women to multiply their own powers, stimulate and refine their associates to the blessing of the boys and girls! Every worthy parent finds his richest rewards not so much in the material situations he has conquered, the honors he has won, the wealth he has amassed, as in the contemplation of the rich opportunity these furnish for his boys and girls who share with him, and after him, their enjoyment. Society, like the individual, will find its richest enjoyment in planning and providing the conditions of a richer life for its successors. Are not your boys and girls worth your making for them the small sacrifice needed to give them more teachers who can afford from time to time to renew their youth, their scholarship, their inspiration?

Fifth: In thousands of the older cities and towns of our Union, there are teachers who have practically worn themselves out in the service of our schools. From periods of from twenty-five to forty-five years they have spared no power of heart and brain in loving and consecrated devotion of their lives to the lives of boys and girls. They are bodytired, heart sore, and brain weary, with a frequency that is agonizing to witness. They have been able to save little or nothing. They cannot see that it is their duty to retire to privation or to charity. No official has the criminal courage and hardness of heart to turn them out to alms or starvation. As a result they are spoiling the tempers and abusing the intellects of whole school-houses full of children, in return for their confinement by the community at hard labor in the school-room. But this cruel and inhuman punishment of faithful old teachers, who ought long ago to have honorably retired on pay, goes on in a thousand American towns. The splendid teaching that they did for twenty-five or thirty-five years is no excuse for continuing to sacrifice to each of their broken years forty or fifty boys and girls. Forget these devoted broken men and women if you will. If, in the hardness of your heart, you shall conclude to work them to death, I say nothing of the shame. But I do ask, Can common business intelligence justify you in paying for something that you are not getting? Can decent regard for your own boys and girls justify their continued sacrifice? There is a patriotism whose ebullition takes the form of a rush of blood to the head, and words to the lips, that might with hand on heart stand in the presence of teachers and schools thus sacrificed, and talk of

love of country; but you, my friends, know that no country is worth loving that with open eyes to such an abuse, long permits it to continue.

Since there is no escape from the conclusion that no matter what the teachers may want or need, or deserve, the interests of the child, the parent, and society demand this pension establishment, we must now consider how it is to be secured.

Three general plans have been advocated and put in operation:

First: Bodies of teachers bent on providing for disabled veterans of the school-room have formed Teachers' Retirement Associations, Teachers' Guilds, and Teachers' Annuity Associations. They have provided small annuities for aged and worthy teachers by assessments of their own membership, increased by donations of philanthropic individuals, and in some instances by small legislative appropriations. The Retirement Fund Department of the New Jersey State Teachers' Association, the Connecticut Teachers' Annuity Guild, and the Boston Teachers' Retirement Fund Association are good examples of these movements of which there have been many thruout the Union. They have not furnished, nor can they ever hope to furnish, complete and satisfactory disposal of the problem. Looked at as final agencies, they are subject to all the vicissitudes attaching to voluntary fraternal insurance societies with amateur managements. Some teachers support them as well-meaning philanthropies, but even the school teacher seeking old age protection that is really insurance, knows enough to send her money to Hartford for the purchase of the real article. But these associations have done their greatest work in securing the adoption of other plans for more adequately solving the problem. In fact, all the rational teachers' pension legislation on the statute books of American commonwealths has been secured largely if not entirely thru the influence of these teachers' organizations.

Second: Progressive cities in various quarters of our country have established, under legislative sanction, retirement funds for their own teachers. New York, Philadelphia, Detroit, and San Francisco furnish the best examples of this second scheme. Percentages of teachers' salaries, deductions on account of teachers' absences, and donations, form the major portion of the fund in all these places except in the city of New York where the foregoing sources are largely increased by the addition of five per cent. of all the excise moneys and fees for liquor licenses received by the city. Under these different city plans, maximum annuities vary from \$150 a year up to \$2,000 a year, this latter sum being provided by the city of New York, where the lowest annuity is equal to half the salary paid at the time of retirement.

Third: A few states have enacted general pension laws for the benefit of all these teachers. Of these, Rhode Island and New Jersey have formulated the most generous and most equitable statutes. New Jersey provides the bulk of her fund by deduction of from two to three per cent. of the salaries of all teachers. The annual pension amounts to three-fifths of the average annual salary for the last five years of teaching, but it can not be less than \$250 or more than \$650.

The Rhode Island law is the most generous, and in its principle the soundest yet enacted. It squarely accepts the whole responsibility for the state whose schools are to be benefited, and does not require the teachers to furnish any part of the fund. The defect of this law consists in the smallness of the sum appropriated and the absence of any provision for making the appropriation continuous. It is hoped and believed, however, that the next session of the Rhode Island Legislature will remedy these defects, and place the smallest

state in the Union in the position of leader and exemplar for all the others.

Is not the time and place auspicious for this great National Educational Association to inaugurate a campaign for the dissemination of such information and the creation of such popular sentiment as will insure the enactment in every remaining state of the Union laws providing for adequate and honorable pensions for all worthy teachers?

Quantitative Experiments in Physics and Chemistry.

By GEORGE C. BUSH, Principal of Schools, South Pasadena, Cal.

[Department of Secondary Education, N. E. A.]

It is the aim of physics and chemistry to sharpen observation, teach accuracy, develop reasoning, give useful information, bring the student face to face with the unity and harmony of nature—to develop power. As instruments for accomplishing all this, quantitative work, which has been blamed by many high in the educational world for the lack of enthusiasm in these subjects, possesses exceptional merits, tho not without its limitations. It has elevated those subjects above the amusement features of the course. It has done more than give a desire to do some real work in these subjects somewhere, some day. Quantitative work affords a most excellent outlet for properly stimulated enthusiasm in these subjects. It is a precept in psychology that it is not in the moment of their forming but in the moment of their producing motor effects that resolves and aspirations communicate a set to the brain.

The laws of physics and chemistry without verification are "dry bones." Quantitative experiments performed by the students I believe to be necessary to a realizing sense of these laws. They assist immensely in the memory of them. They establish confidence in nature. They give the student first-hand information concerning things he doubts. The presentation of the atomic theory for instance without quantitative work in the equivalence of elements seems to me to be an absurdity.

In disciplinary value quantitative work excels. Keener observation, more cleanliness, greater accuracy in manipulation, and a finer comprehension of the entire experiment is necessary to success. Logical reasoning is called for. The co-operative method of getting answers common to all departments finds little application in closely supervised quantitative work.

The teacher is responsible for the shortcomings of quantitative work. It will not take care of itself. It requires the hardest kind of work to direct a class doing quantitative experiments. The experiments must be carefully selected to illustrate points that have come up for discussion. The arid, parched, and lifeless experiments in accurate measurements with which many a course is opened, I deem out of place. Give the micrometer caliper when its use is called for by a real, live experiment. Apparatus should be tested beforehand, sources of error removed or pointed, and most careful vigilance given in order to correct blunders, to assist in difficulties, to direct reasoning, and even to frame conclusions.

Given a small class, a fairly well-equipped laboratory, and above everything else a teacher who knows all the ins and outs of the work by having gone over it and has a willingness to work incessantly and patiently—then quantitative work will yield fine returns in the development of the student's power.

The Educational Outlook.

At the recent meeting of the American Institute of Instruction, the following officers were elected for the ensuing year: President, Henry C. Morrison, Concord, Vt.; secretary, Edwin C. Andrews, Ansonia, Conn.; treasurer, Allison E. Tuttle, Bellows Falls, Vt.; assistant secretary, A. W. Mowry, Central Falls, R. I.; assistant treasurer, C. B. Ellis, Springfield, Mass.; first vice-president, C. T. C. Whitcomb, Brockton, Mass.

On July 1 the night school of the Patoni branch of the Y. M. C. A., of Mexico City, opened for the term. Among the courses presented are English, bookkeeping, shorthand, and Spanish grammar.

Dallas, Texas, is busily engaged in enlarging its educational plant. Five buildings are in course of construction. All except the new high school will be in readiness by fall.

The Board of School Directors of New Orleans has opened a vacation school for the first time. It is intended for boys and girls between the ages of ten and fourteen years, and offers instruction in the ordinary school branches and in carpenter work, chair-caning, reed work, basketry, raffia work, shoe-mending, cooking, sewing, and general house-keeping. Besides these courses a kindergarten has been established for children between the ages of four and six.

The salaries of the principals of the kindergarten schools of Woonsocket, R. I., were increased by the unanimous vote of the school committee at a recent meeting.

The Society for the Promotion of Engineering Education, on the last day of its meeting at Cleveland, appointed a committee to act with the four largest scientific societies of the country to promote elementary technical education.

The societies invited to join in the movement are the American Mining Institute, American Society of Chemical Industry, American Society of Mechanical Engineers, and American Society of Civil Engineers.

Prof. James C. Monaghan, speaking at the Catholic Educational Association in Milwaukee, characterized the public schools as "a splendid effort of a splendid people trying to solve a great problem."

Charles M. Gash has been elected superintendent of the schools of Waterloo, Ill., to succeed L. J. Sexton, who declined reappointment to accept a position in the St. Louis schools.

Dunkirk, N. Y., has raised the salaries of ward and grammar school teachers fifty dollars each. Ward school principals will now receive \$600, and grammar school principals, \$650.

The school board of West Beaver township, Pa., has passed a resolution requiring all teachers in the district to sign an agreement to refrain from the use of tobacco and intoxicants.

Supt. W. J. Bogan, of Chicago's vacation schools, has received \$1,000 to aid the summer schools, from a woman who wishes to conceal her identity. The donation has made possible the opening of another school.

W. S. Rowley, M. D., Cleveland, Ohio, writes: I take great pleasure in saying that I have found antikamnia tablets very valuable in both acute and chronic rheumatism, also in all forms of neuralgia, and as yet I have not seen any depressant action. I prescribe antikamnia tablets by giving one every two or three hours.—*North American Practitioner.*

E. L. Holton has been elected to succeed J. W. Carnegie as superintendent of the schools of Noblesville, Ind. Mr. Carnegie goes to Paducah, Ky. It has been decided to lengthen the school year from eight to nine months.

At a meeting of the Executive Committee of the trustees of the Wesleyan College of West Virginia, the Rev. Dr. Carl C. Doney, pastor of the Hamline Methodist Episcopal Church at Washington, D. C., was recommended as successor to Dr. John Eier, who recently resigned as president.

Coe College has completed a fund of \$280,000, including \$45,000 from Carnegie for a science hall and \$50,000 from the General Education Board for endowment.

The Catholic Summer School of America, which opened its sixteenth annual session at Cliff Haven, N. Y., has a larger attendance this year than ever before.

The recently formed Teachers' Association of Utica, N. Y., gave its first reception on June 10. There were about 200 people present. In the number, in addition to the teachers generally, were members of the school board and of the executive board of the New Century Club, and the officers of the Parents' and Teachers' Association.

The Chicago *Examiner* makes the following statement with regard to the progress of education in India:

For the fiscal year ended March 31, 1907, the expenditure for schools in Burma was \$666,700, against \$400,000 in 1902. A European high school has been established at Maymyo, supported by the Government. In Bengal there were in 1906, 43,996 schools, attended by 1,232,278 pupils, the Government expenditure being \$3,675,116. There was an increase of 782 schools over the previous year.

At the Holmes School, Pittsburg, additions costing \$15,000 are being made to the main building to give accommodations in the basement for an elaborate manual training school. The remodeling and equipment will cost over \$8,000. There will be four rooms used for domestic science and art instruction. One will be a demonstration room, where lectures on design as applied to dressmaking and costuming in connection with the art instruction will be given. This new feature in industrial work will be the first in Pittsburg. The Colfax School is also to have an industrial department.

Dr. Angelo Heilprin, the famous geologist and paleontologist, died in New York last week. He was born in Hungary at Satoralja-Ujhely, in 1853, and was brought to this country at the age of three years. Professor Heilprin will probably be most universally remembered for his daring ascent of Mount Pelée just after the destruction of Martinique.

He had been ill for two months with tropical fever, which he contracted in South America some years ago, but his end was unexpected, and was the result of heart disease.

An Experiment in Ethics.

Superintendent Greenwood, of Kansas City, has been trying another experiment. It consisted in the trial of a hypothetical Charlie by his peers. Charlie has thrown down his slate and refused

to do his sums; further, he has added contempt of court to his other misdemeanor by saying that he didn't care. What is to be Charlie's fate? This is the question put to the pupils in several schools by Mr. Greenwood. The pupils made written reports of the case. There was practical unanimity that Charlie was a bad, yes, a very bad boy. But the punishment that should fit the crime; that was the point of diversion. The punishments ranged from the simple giving of zero to the extreme of "sending him to the office."

The comments and suggested punishments from one school will give an idea of the variety of opinions of the heinousness of Charlie's act and attitude.

Lincoln school—Bad boy, 73; whip him, 47; punish him, 27; spank him, 5; send home, 9; put in tub of cold water, 1; lazy boy, 2; scold him good, 3; try again, 3; keep him in, 2; make him write 1,000 words, 1; no courage, 1; made to work, 3; cloak room, 2; teacher ought to talk to him, 1; a lecture on obedience, 2; not a refined boy, 2.

Raising School Funds.

Among curious ways of raising school funds, the following advertisement, which appeared in 1753, is worthy of note:

"We, whose names are hereunto subscribed, sons of some of the principal families in and about Trenton, being in some measure sensible of the advantages of learning, and desirous that those who are deprived of it thru the poverty of their parents might taste the sweetness of it with ourselves, can think of no better or other method for that purpose than the following scheme of a Delaware-Island lottery for raising 225 pieces of eight (Spanish dollars) towards building a house to accommodate an English and grammar school, and paying a master to teach such children whose parents are unable to pay for schooling.

"It is proposed that the house be thirty feet long, twenty feet wide, and one story high, and built on the southeast corner of the meeting-house yard in Trenton, under the direction of Messrs. Benjamin Ward, Alexander Chambers, and John Chambers, all of Trenton, aforesaid." * * *

Lotteries were forbidden in New Jersey, and in order to evade the law they were held on Fish Island and were termed Fish Island or Delaware lotteries. The venture was a financial success, and the building proposed was erected on a portion of the First Presbyterian Church lot on Second, now State Street, where it remained until 1804, at which time it was torn down to make room for the new church. This school was practically the beginning of the Trenton Academy which was established some years later and conducted in a building on Academy Street.

Rheumatism

Is one of the constitutional diseases. It manifests itself in local aches and pains,—inflamed joints and stiff muscles,—but it cannot be cured by local applications.

It requires constitutional treatment, and the best is a course of the great blood purifying and tonic medicine

Hood's Sarsaparilla

which neutralizes the acidity of the blood and builds up the whole system.

In usual liquid form or in chocolate tablets known as **Sarsatabs**, 100 doses \$1.

In and About New York City.

Salary Schedule Discussion.

A suggestion made by a number of teachers' organizations at a recent hearing on salary schedules, held by the Board of Education, is of interest.

The Association of Men Teachers and Principals asked the special committee of the Board of Education to restrict teachers of boys in the last three years to men only, and a similar request was made on behalf of the Schoolmen of New York and the Men Teachers of Brooklyn and Queens. The representatives of the New York City Teachers' Association also suggested that much of the present agitation and misunderstanding relative to salaries would be settled if the Board of Education in future appointments arranged so that no boys above the sixth year would be taught by women, and no girls above the same year would be taught by men.

It is believed by a number of the commissioners that such an arrangement would eliminate the "equal pay" question to a large extent, and would make the problem of deciding upon satisfactory salary schedules far more simple.

A Day at the Playgrounds.

The following will give an idea of the daily routine of exercise at one of the New York playgrounds:

9:1 to 1:30—The assembly, consisting of marching, singing, the salute to the flag, and a short talk by the principal.

1:30 to 2:30—Organized work in the kindergarten and in gymnastics.

2:30 to 3—Organized play, including all of the various indoor and outdoor games which may be played in limited space.

3 to 4—Military and gymnastic drills, folk dances, and apparatus work for the older children, and occupation work for the younger.

4 to 4:45—Organized games, basketball, gymnastic and kindergarten games.

4:45 to 5:15—Athletics and the activities of the Good Citizens' Club.

5:15 to 5:30—The dismissal, including marching and singing.

Thruout the afternoon the children are sent in groups to the room set apart for reading and quiet games. Here, under the direction of one of the teachers, they read or play parlor games.

Folk dancing, which has been so successful during the regular session of the school year, is proving one of the most popular attractions.

Plans for Salary Increase.

The members of the New York Board of Education are divided with regard to the method of increasing the salaries of the city's teachers. Some favor a lump sum increase, while others favor an entire revision of the schedules.

The "lump sum" plan would grant the largest percentage of increase to the beginning teacher, whereas the general revision would grant the greatest increase to the teachers having about the number of years of service to be required to meet the new maximum.

It is being assumed that the Board of Estimate will grant \$3,000,000 for increase in teachers' salaries, and it is therefore proposed, inasmuch as there are about 15,000, to grant each teacher \$200. This is the "lump sum" plan.

The other proposition is to raise the initial salary of the women teachers from \$600 to \$680 or \$720, and increase the annual increment, at the same time decreasing the number of years of service required to reach the maximum.

Salaries in Evening Schools.

The teachers in the New York evening schools are urging upon the Board of Education their claims to an increase. They also propose that graded salary schedules be substituted for the present "flat" rate salaries.

"The proposed maximum salaries," says the committee, "for the third year and thereafter, were in force as flat salaries for fifteen years or more, from about 1875 to 1890; in fact, the salary for principals was \$10.50. Principals were paid \$8.50 per night for some time after the salary of teachers had been reduced to \$5.

The schedules suggested by the committee are:

	Teachers.	General assistants.	Principals.
1st year...	\$5	\$5.50	\$7
2d year...	5.50	6	8.50
3d year...	6	6.50	10

A Compromise.

In a report sent by the High School Teachers' Association to the New York Board of Education, an interesting comparison is made between the financial inducements presented by the elementary and high schools.

"As was shown in a letter addressed to the high school committee of the Board of Education, a copy of which was afterward sent to every member of the Board, the financial inducements for men in the elementary schools are greater than for men in the high schools. Two years less preparation is required for the teacher in the elementary school than for the teacher in the high school, with the result that, as shown in the letter quoted, if two young men graduate from high school at the same time, the one becoming a grammar school teacher and moving in regular course to the maximum will have a financial advantage over the high school man till they are both forty-eight years old, while if both seek promotion, each in his own line of work, the financial advantage of the grammar school man is still greater."

The Evening Schools.

The number of evening schools will be the same next year as this. There will be some changes, however, in their location. The Williamsburg Evening High School, Brooklyn, will be transferred from Public School 19, Keap Street, to the new Eastern District High School building, Marcy Avenue and Rodney and Keap Streets; Evening School 90 will be transferred to No. 92, Rogers Avenue; No. 4, Bronx, will be shifted to No. 42, Wendover and Washington Avenues, and No. 75, Norfolk Street, Manhattan, will be opened in No. 62, adjoining.

THE NEW BOOKS

Moulton's Introductory Latin

By F. P. MOULTON, of the Hartford High School. This book presents many features of interest to teachers of first-year work.

Wells' Text-Book in Algebra

This book is composed of the Algebra for Secondary Schools plus essential chapters of College Algebra. As a text-book it is sufficient for any scientific school in which College Algebra is an entrance requisite.

Coleman's Elements of Physics

By R. E. COLEMAN (Harvard), Head of Science Dept. High School, Oakland, California. In Arrangement and Sequence of Topics a superior text-book.

A REVISED EDITION

Meiklejohn's—The English Language

This edition will be welcomed by teachers to whom the merits of the book have made it well known.

The Haaren New Writing Books

This is a system of uniform intermedial slant. The letter forms are simple, legible and of great beauty. For teaching rapid business the series has notable advantages for school use.

Please send for descriptive circular of new books in any subject.

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Declaration of Principles.

The Summer School of the South, which has met at the University of Tennessee 1,600 strong, adopted a declaration of principles on the Fourth of July which included the following:

The success of all the movements looking to the better schools for the South, waits on the preparation of the teachers. We believe that the Summer School of the South can make one of the most important contributions to this preparation for efficient service, and feel that its usefulness should not be circumscribed by the chance of local support or the limitations of personal energy and individual initiative. We therefore appeal to all friends of education to help in securing for the Summer School of the South an adequate permanent endowment, and thus make certain the continuance of its beneficent work.

From Our English Visitors.

Mr. Alfred Mosely and the English teachers who visited this country last winter have sent tokens of their appreciation to a number of those who aided in their reception while in this country. Superintendent Maxwell has received a handsome silver loving cup.

Associate Superintendent Straubmuller, chairman of the local reception committee, and Josiah H. Pitts, secretary, have each received a large silver inkstand.

Together with each gift was an illuminated parchment, enclosed in a silver case, bearing the following inscription: "Presented to — by the British school teachers who visited the United States 1906-7 in grateful recognition of the many courtesies and kindnesses extended to them during their stay."

Going Slowly.

Pittsfield, Mass., is to make an experiment with an industrial school; which is to be conducted in the high school building, and will be held on the same nights as the evening schools. The plan is one that will not involve large expense, and if for any reason the school should be discontinued it will not have cost the city enough to be severely felt, while, on the other hand, if the school proves a success and is made permanent, more elaborate provision can be made for it if necessary.

A Fine Record.

One of those records which does everyone good to read is that of Supt. Robert K. Buehrle, of Lancaster, Pa.

He was born in the Grand Duchy of Baden, Germany, on September 24, 1840. His parents emigrated to this country four years later. In 1848 his father became a boatman on the Lehigh Canal, running from Mauch Chunk to Philadelphia and New York, and when a boy he was his father's assistant. Altho he averaged but two months' schooling a year, at the age of eighteen he stepped from the canal boat to the teacher's platform, but continued his studies.

In 1880 he became head of the Lancaster schools, and has continued in that position ever since.

When he came to the city nearly all of the schools were one-story structures, erected nearly half a century before. He has seen all these buildings replaced with handsome buildings, the last to be erected being the \$250,000 Girls' High School. In his years of service he has seen the school population doubled and the teaching force increased in the same proportion.

In 1886 Franklin and Marshall College conferred on him the honorary degree of doctor of philosophy.

NATION AND STATE

A Text-Book on Civil Government

By GEORGE MORRIS PHILIPS, PH. D.

PLAN.—It is not a history of the origin and growth of government.

It is a text-book which the average pupil who is ready to take up this subject can understand and study to the satisfaction of himself and his teacher. It includes just the points that you would put into such a book and omits just what you would omit.

SIZE.—It is not too big. Nothing essential is omitted, but a reasonable size-limit is secured by the omission of non-essentials and by unusual simplicity and clearness of statement.

MAKE-UP.—This book contains 206 pages, divided into twenty-six chapters, which are sub-divided into topics briefly treated in separate paragraphs. Differences of importance are clearly indicated by differences in type. The print is good. The binding is in cloth with gold letter, and is attractive and substantial. There are fine, full-page, suitable and interesting illustrations.

Christopher Sower Co., Publishers

614 Arch Street

Philadelphia

Basil McCrea's Bequest.

The late Basil McCrea's experience as a large employer of skilled labor showed him the great need of higher technical education in Ireland, and he has left \$1,125,000 to Magee College on the condition that it shall be used for endowing chairs in modern science and general education, and in making the scientific and technical equipment of the college equal to that of any in the world.

Mr. McCrea, who was a very successful contractor and carried out large works all thru Ireland, had long been convinced that racial and religious differences were the curse of the country, and that it was the duty of all Irishmen to work together for the industrial and commercial progress of Ireland.

Sue For School Funds.

The Board of Education of Montclair, N. J., has under consideration suing the Montclair Council for \$175,000 asked for the construction of the Central Grammar School, and \$22,500 for the purchase of a site.

The Board of Estimate, which is composed of representatives of the Council and Board of Education, recently voted in favor of a \$197,500 appropriation. The Council has not yet appropriated the money.

State Superintendent of Public Instruction, Charles J. Baxter, declared that it was the duty of the Council to make the appropriation, but this same view was not held by the town attorney. Both sides to the controversy are arranging for a hearing before Mr. Baxter.

Council insisted that the Board present plans and specifications, showing that a satisfactory building could be erected for the amount asked. The Board of Education claims that these cannot be secured without a preliminary appropriation.

New Law to be Tried.

The operation of the new school law, which went into effect in Illinois on July 1, will be interesting to watch:

Section 1. Every person having control of any child between the ages of seven and sixteen years, shall annually cause such child to attend some public or private school for the entire time during which the school attended is in session, which period shall not be less than one hundred and ten days of actual teaching.

Exception is made for children between the ages of fourteen and sixteen who are lawfully employed. Here is the interesting part of the enactment—the provision for its enforcement. The new law says that any person may make the complaint against an offender, who will be fined not less than three dollars nor more than twenty. It is not necessary to have a truant officer or anyone having that function, a teacher, parent, or outsider being allowed to make the complaint and arrest.

A One-Pupil School.

From Greeley, Col., comes the report of the most "exclusive" public school district in the country. A single ranch occupies the entire school district. The members of the family constitute the school board, and the son of the household is the only pupil.

It is the Woods ranch, formerly known as the Seventy Ranch, near Hardin. The president of the school board is Charles Allyn, manager of the ranch; the secretary is his wife; the treasurer, a young woman living in the home, and the pupil of the school, the nine-year-old son of the Allens.

When the annual school election was called, the notices for the meeting were posted on the school-house, the bunk house, and the barn, respectively.

NORMAL COLLEGE OF THE NORTH AMERICAN GYMNASTIC UNION

Indianapolis, Indiana

Superseding the Normal School of Gymnastics of the N. A. G. U., the oldest institution for the education of teachers of physical training in America.



Mr. Carl J. Kroh, Professor of the Teaching of Physical Training in the College of Education of the University of Chicago, will be President of the Normal College. Courses are open only to high school graduates who are physically sound and well-formed. Courses lead to certification, title, and degrees, as follows: One-year course, certificate of teacher of physical training for elementary schools; two-year course, title of Graduate in Gymnastics (G. G.); four-year course, degree of Bachelor of Science in Gymnastics (B. S. G.); graduate courses, degree of Master of Science in Gymnastics (M. S. G.). College year begins Sept. 19. For illustrated catalog for 1907-1908, address

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Summer School

University Heights, New York City

Thirteenth Year, July first to August ninth, 1907

Ninety-seven courses are offered covering a wide field of pedagogical subjects and all departments of collegiate work.

The work is planned for teachers desiring to secure collegiate degrees and for those wishing to obtain the highest professional training in some special department.

For full information, address:

JAMES E. LOUGH, Director,
Washington Square, New York City

More New York City News.

The Jewish Foster Home and Orphans Asylum has decided to conduct a summer school for its inmates. The boys are to have a course in wood-carving, joinery, furniture-making, etc., while the girls are to be taught basketry, weaving, fancy work, sewing, etc.

It is interesting to note the practical unanimity of both men and women in regard to the beginning salary for women, the annual increase for women, and the difference between the salary for teaching classes of boys and classes of girls. It is the opinion of both men and women that each of these items should be increased.

The general feeling is that women should receive at least \$720 at the start; upon the other heads there is considerable difference of opinion as to the amount of increase required.

Local Summer Schools.

New York University's summer school is so crowded that all the fraternity houses on the campus have been rented as dormitories for the men.

The summer courses at Columbia University are also more largely attended than ever, and over the bridge the Adelphi College, of Brooklyn, is conducting a prosperous summer session. The reason that so many teachers prefer coming to New York rather than a smaller city for their summer study is thus stated by one of them:

"You New Yorkers don't realize that for many people outside of a great city, New York affords a delightful way of spending a vacation, especially when it gives teachers a chance to study as well as to observe. Our work in the classrooms is but one phase of our residence here. Your great museums of art, natural history, botany, your great stores, your crowded streets, your sociological problems, your summer play schools, your hurry and bustle, your parks and historic buildings and monuments are all tremendously interesting to us. Some of us have the country all the year round, and it is a rest and stimulus for us to spend a time in the hurly-burly of a great city."

Rest and Health for Mother and Child.

MRS. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup" And take no other kind. Twenty-five cents a bottle.

Had Itching Eczema.

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Here and There.

One of the most interesting of the many commencements that have been taking place in New York lately was that of the Froebel Normal School. There were seventy-four graduates. Dean Balliet, of the School of Pedagogy, New York University, was the speaker of the evening and Dr. Jenny B. Merrill, supervisor of the New York public kindergartens, addressed the graduating class. There were also some delightful kindergarten songs and stories by members of the class of 1907.

Jersey City Evening Schools.

Statistics of attendance at the evening schools of Jersey City for the past year show a large proportion of foreign-born pupils. Born in the United States, 2,937; Germany, 200; Russia, 150; Italy, 133; England, 27; Ireland, 34; Austria, 36; Poland, 43; Sweden, 36; Norway, 36; Scotland, 8; Spain, 4; Finland, 9; Greece, 5; Japan, 3; Turkey, 13; Hungary, 8; Denmark, 17; Holland, 12; Belgium, 6; Wales, 1; Canada, 6; Roumania, 2; Nova Scotia, 1; Australia, 2; Switzerland, 13; France, 6; Portugal, 2; Asia Minor, 3; Egypt, 1. Total, 3,758.

Superintendent Snyder, in speaking of the increased cost of teaching aliens and the importance of this work to the state at large, said: "It may be concluded from what has been said that, if measures most conducive to the efficient instruction of aliens were adopted, the cost would be greatly increased. As the matter is of vital importance to the state as a whole, an appropriation by the State is appropriate."

Establishing Playgrounds.

The Children's Aid Society is seeking thru its recreation committee to gain the co-operation of the school authorities in establishing playgrounds.

"Our plan," said Chairman Tutewiler, "is to have the pupils sell coupon books, each coupon to sell at ten cents. The coupons will be season tickets to the playgrounds, but their value is not to be considered, because the playgrounds will be free anyhow."

"We believe that the school yards of the city should be utilized for playgrounds. There are thousands of dollars' worth of property and in the summer season this property lies idle. Our scheme is to equip the school yards with swings and other devices for amusement and then to employ a capable supervisor and allow the children of the city to have a good, wholesome time."

Ask Teddy.

Why does a goose stand on one leg?

Ask Teddy.

How long should Bridget boil an egg?

Ask Teddy.

What makes an auto tire skid?

Why will a man say "done" for "did"?

When should a mother spank her kid?

Ask Teddy.

When may a son knock down his sire?

Ask Teddy.

When should a man be called a liar?

Ask Teddy.

What kind of a worm is best for bait?

When may a young man stay out late?

When should a preacher speculate?

Ask Teddy.

When life grows dull, what shall we do?

Ask Teddy.

Where shall we look for something new?

Ask Teddy.

To talk plain English, which is wuss—

To be a common, ornery cuss,

Or try to be real strenuous?

Ask Teddy.

—H. B. DALE, in Chicago Record-Herald.

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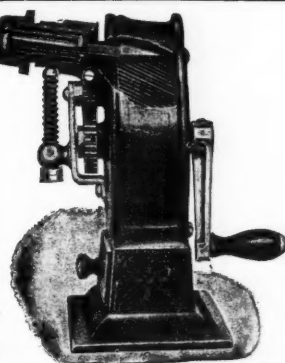
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